



# Lockdown Procedure

Plan	
<b>Staff responsibilities</b>	
<b>Headteacher</b>	<ul style="list-style-type: none"> <li>• <i>Communication with HCC, parents</i></li> </ul>
<b>Office staff</b>	<ul style="list-style-type: none"> <li>• <i>Make contact with emergency services</i></li> <li>• <i>Make contact with Tadpoles, Junior School</i></li> </ul>
<b>Teachers/LSAs</b>	<ul style="list-style-type: none"> <li>• <i>Teachers and support staff: stay with pupils</i></li> </ul>
<b>Signals</b>	
<b>Lockdown signal(s)</b>	<ul style="list-style-type: none"> <li>• <i>Dedicated 'lockdown' alarm tone (e.g., 5 10-second bursts of school bell)</i></li> <li>• <i>Word of mouth</i></li> </ul>
<b>All clear signal</b>	<ul style="list-style-type: none"> <li>• <i>Parent Arbor Email</i></li> <li>• <i>Word of mouth</i></li> </ul>
<b>Evacuation signal</b>	<ul style="list-style-type: none"> <li>• <i>Continuous alarm tone</i></li> </ul>
<b>Lockdown</b>	
<b>Assembly points</b>	<i>All- hall</i>
<b>Entrance and exit points</b>	<i>Classroom- lock doors and close windows and blinds</i> <i>Main reception- lock door</i> <i>Office- close blinds</i> <i>Kitchen- lock door</i> <i>Hall- lock door and close curtains</i> <i>Tadpoles- lock door and close windows and blinds</i> <i>Staffroom- lock door and close windows and blinds</i> <i>Link corridor- lock doors</i>
<b>Bringing pupils inside</b>	<ul style="list-style-type: none"> <li>• <i>Blow whistle, open door and enter immediately</i></li> <li>• <i>All staff to provide support</i></li> </ul>



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	<ul style="list-style-type: none"> <li>• <i>Teacher- take register once in building</i></li> <li>• <i>Office- collect registers and collate information</i> <ul style="list-style-type: none"> <li>- <i>Check signing in book/visitors</i></li> </ul> </li> </ul>
<b>Steps to increase protection from danger</b>	<ul style="list-style-type: none"> <li>• <i>Lock and screen doors</i></li> <li>• <i>Position children away from sightlines from external doors and windows, for example under a desk</i></li> <li>• <i>Turn off lights and monitors</i></li> <li>• <i>Ensure mobiles phones and electronic devices are on silent, or turned off</i></li> <li>• <i>Make sure pupils and staff are aware of exit points</i></li> </ul>
<b>Internal communication</b>	<ul style="list-style-type: none"> <li>• <i>Mobile phone- use Whatsapp (staff group) by office staff</i></li> <li>• <i>Megaphone in office</i></li> <li>• <i>Word of mouth</i></li> </ul>
<b>Communication with parents</b>	<ul style="list-style-type: none"> <li>• <i>Text and email via Arbor</i></li> <li>• <i>Parents asked not to call the school, as this will tie up lines that would be used to contact emergency services, and not to come to the school.</i></li> </ul>
<b>Additional notes</b>	<i>Pupils with disabilities- PEEP</i>
<b>Training</b>	<p><i>Whole staff training- use of 'NPCC Stay Safe', refresher, termly test.</i></p> <p><a href="https://www.npcc.police.uk/NPCCBusinessAreas/WeaponAttacksStaySafe.aspx">https://www.npcc.police.uk/NPCCBusinessAreas/WeaponAttacksStaySafe.aspx</a></p>

## RUN



Run to a place of safety. This is a far better option than to surrender or negotiate. If there's nowhere to go, then...

## HIDE



It's better to hide than to confront. Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can. Then finally and only when it is safe to do so...

## TELL



Tell the police by calling 999.