Maplewell Hall School

**Maplewell Hall School
Emergency incidents including lockdown procedures,
bomb threat and other serious incidents policy and
procedures**

Policy Created	April 2019
Governing Body Committee	Full Governing Body
Date Reviewed by Governing Body	11.04.19
Date of Next Review	Autumn Term 2021

Introduction

Parents trust schools to keep their children safe during the day. Thanks to the efforts of school, staff and governors schools normally remain a safe haven for children. However, schools can become involved in a crisis at any time.

Incidents could include -

- A natural disaster such as a flood or fire,
- An accident or death on site or on a school trip,
- Unwelcome/suspicious visitors,
- Bomb threat,
- Suspicious packages on site or
- An industrial accident such as a chemical spillage that affects the school
- School fire, flood or explosion.

Thankfully, serious incidents such as these are rare and will probably never happen in most schools but, it is vital to prepare for all eventualities. Plans which deal with the consequences of very serious incidents will also help in dealing with the kind of smaller, routine (but nevertheless potentially distressing) emergencies that schools experience on a regular basis. The potential for an emergency to occur during a school trip will also need to be taken into consideration.

Our emergency plans will make an assessment of any specific risks that could affect the school and explain in detail how an incident arising will be dealt with.

Good incident management can save lives. It can also prevent escalation, protect against litigation and enhance the school's standing as a reliable and effective institution giving confidence to staff, pupils and parents.

1.0 Bomb threats

1.1   Although bomb threats usually turn out to be hoaxes, they must always be taken seriously. All staff need to be aware of the actions to take if they receive a message from someone claiming to have information about a bomb.

1.2   Appendix 1 outlines the immediate actions staff should take upon receiving a bomb threat. It might be useful to retain a copy of this form in the office (but preferably out-of-sight of pupils) for quick reference. Whilst most threats are made via a telephone call, there is the possibility they may be delivered through different means (e.g. email).

1.3   Bomb threats can come from a variety of sources, including truants, former pupils or strangers. A threat is more likely to be real if:

- A code word is used that is known to the police.

- The police are aware of potential terrorist activity in the area.

- The threat is specific rather than general.

- The threat is credible.

1.4   Whilst it is not reasonable for staff to assess the accuracy or validity of a threat, employees should record as much detail about the call as possible; this information will prove useful to the police.

1.5   Upon being notified of a bomb threat, the police may ask staff to check the premises for a suspicious package. This is because employees will be more familiar with the building and any items or equipment that might look out-of-place.

1.6   A bomb threat is a crime, so even if employees are confident the call is a hoax they must still report the incident to the police.

2.0   Evacuation

2.1   The purpose of an evacuation is to move people away from danger to a safe place. This is likely to involve withdrawal from a hazard within a specific part of the school building but in some circumstances could require evacuation of the whole site.

2.2   Maplewell already has evacuation procedures in place that are practised each term and documented. References to these procedures and any Personal Emergency Evacuation Plans (PEEPs) need to be considered by staff when dealing with any evacuation. This information can be found in our premises office.

2.3 Our bomb evacuation assembly point will typically be based on a location directed away from the device or concern. This will typically be our main evacuation point on the back field that enables all people on site to be moved further down the field or off-site via the rear gate if a high risk situation has been identified. The use of car parks or areas with effective vehicle access routes should be avoided, if possible, but may be used as a safe assembly point. This would likely be the parking area for minibuses on the front drive as emergency vehicles can still access the site safely around the road system. All people could then be moved off site and convene on the farm house track opposite the main school gate. Any evacuation off site will be directed by the leadership team, with marshalls used to stop traffic on the road. Preferably, this would be supported by the emergency services to stop traffic and support all persons to an identified safe area. Open areas, where secondary devices cannot be easily hidden, are preferable.

2.4 If the entire site has to be evacuated, pupils and staff may need to move from an initial assembly point to alternative premises. This will be directed and managed by the lead in SLT. Please see above for alternative arrangements if the evacuation point is not accessible

2.5 Pupils and staff should be registered at the evacuation point and at any redirected assembly point.

2.6 When the decision to evacuate the premises has been taken, the object is to get people out quickly without panic or disorder. All staff should support in managing movement of pupils to ensure they are safe and under control at all times.

2.7 The fire alarm system is the most efficient method of initiating an evacuation, but the following procedures should also be observed: -

- It may be necessary to use an alternative alert system to evacuate areas of the school. This is detailed in section 8.0 Lockdown
- All personnel to assemble at the designated assembly point and await instructions
- Do not allow entry or re-entry into the building until given approval by the Police or Bomb Disposal Officers
- The lead member of SLT will instigate further controls above our general evacuation procedure based on calculating risk in that moment and direction from the emergency services. They will form a crisis management team.

2.7 Staff should be aware that specific roles may be allocated in the movement of the assembly point. This will generally be the fire marshalls as they can stay in contact through our radio system. It is imperative that these roles are taken seriously to ensure the safety of all persons on the school site.

3.0   Places of safety

3.1   Other places of safety (e.g. village halls, church halls) could be used to provide temporary accommodation should the school be evacuated, and this ideal location would be in the village hall, Woodhouse Eaves. For this, pupils would have to walk or be supported into the village, and would have to be closely supervised by staff until they reach the pavement. Details of this can be found in Appendix 2

4.0   Letter Bombs

4.1   Experience in dealing with letter bombs indicates that in many cases they are:

- Placed in substantial envelopes or parcels containing paperback books,
- In the form of flat letters weighing up to 102g,
- In packages the size of a conventional book,
- Delivered through normal postal services.

4.2   The degree of caution to be observed in handling such items can be determined by the cumulative effect of the points giving rise to suspicion which including the following: -
- The postmark, if foreign and not familiar.
- The writing, which may have an unusual appearance, lack literacy, or is crudely printed.
- The name and address of the sender, if the geographical area differs from the area of the postmark.
- 'Personal' or 'private' letters addressed to senior management under the job title rather than by name.
- Weight, if excessive for the size and apparent contents.
- Weight distribution, if uneven, this may indicate the presence of batteries.
- Grease marks on the exterior of the wrapping (i.e. showing through from the inside), may indicate 'sweaty' explosive.
- Smell, some explosives have a smell of marzipan or almonds.
- Abnormal fastening, if the sealing is excessive for the type of package, this may be a form of booby trap.
- Damaged enveloped or packaging that exposes wires, batteries or fluid-filled plastic sachets should not be handled further.
- Packages that rattle, feel springy or emit a ticking noise should be treated with extreme caution.

4.3   If suspicions cannot be alleviated:-

- Do not attempt to open the letter/package or tamper with it. It will probably have been designed to withstand postal handling and to detonate during a normal sequence of opening.
- With minimum further handling, isolate it to reduce possible blast damage, place on table and clear all items from around it.

- Seal off the area to keep people away.
- Call for the support of and inform the lead of SLT and emergency services
- Evacuate the area to the designated assembly point or to an alternative based on the location of the suspicious package. Further instructions to be taken from emergency services in keeping all persons safe. This could include the use of a school building that is away from the danger zone, based on instruction from the emergency services.

5.0 Evacuate or Search

5.1 This decision must be made by the Site Manager or lead SLT member, based on the type of call and information given by the caller. The call may come via a second party, e.g. the police or the press and if a specific time is stated for a bomb to detonate, the obvious decision would be to evacuate.

5.2 The decision to evacuate will be arranged via the continuous fire alarm and management of the evacuation from the main assembly point

6.0 Bomb Search

6.1 If the decision is taken to search the premises as opposed to either a full or partial evacuation, the services of the local Police or Bomb Disposal Authorities should be sought in directing the lead of SLT.

6.2 The following points must be considered when undertaking the search: -

- Do not use portable radio transmitters as they can detonate explosive devices within a radius of 30 metres.
- Divide the hub site into pre-determined sections with a thorough search plan for each section.
- If possible, utilise staff members familiar with the area to be searched, as they are more likely to identify packages that should not be there.
- As a bomb would most likely be concealed in a compartment, suitcase, briefcase, box or packaging, be suspicious of any items that are unattended or out of place.
- Seal off all areas that have been searched to avoid repetition of the search.

6.3 If there is any reason to believe that a bomb or incendiary device has been found, the following precautionary measures should be carefully observed:-

DO NOT: -

- Attempt to open a suspected package, leave it in its original position.
- Place a package believed to contain a bomb or incendiary device in water, water is a conductor of electricity and may cause detonation.
- Cut, remove or undo string or wire on a suspected package as this may release the trigger mechanism and cause the detonation.

- Lift the cover of a box believed to contain a bomb or incendiary device.

DO:

- Cordon off the area, to prevent entry by unauthorised persons whilst awaiting expert assistance.
- Remain calm; keep voices as low as possible. Move in a positive style but do not run.
- Do not openly speculate within hearing distance of any employee or visitor. All actions should reflect a 'business as usual' attitude.

7.0   Firearms and Weapons Attack

7.1   If there are reports of shots fired at or near your school/academy consider your safest option following the 'Stay Safe' principles - **Run, Hide, Tell**.

Run

- Escape if you can – is there a meeting place away from the school that you can escape to?
- Can you get there without exposing yourself to greater danger?
- Insist others leave with you.
- Leave belongings behind.
- Is there a safe route?

If you can't Run, Hide

- Safety is the main concern. Keep everyone in an area under cover and concealed if possible.
- Stay behind solid walls and doors and keep away from windows.
- Be aware of your exits and try not to get trapped.
- Keep others around you quiet, silence your phone.
- Lock / barricade yourself in.
- Move away from the door.
- If the suspect is seen, do not engage the suspect. This could generate a hostage situation.
- If the suspect is outside, try to keep him/her outside. If it is safe, lock the entry doors.
- A suspect should be considered armed, unstable and extremely dangerous.
- Have a special/pre-arranged all-clear signal when situation/building is safe/secure.

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.

7.2 Once the emergency services have been contacted staff should be prepared for armed police response. It is important to remain calm and follow officer's instructions. Officer's may be unable to immediately distinguish who the attacker is, therefore it is advisable to avoid any sudden movement that may be considered a threat and keep your hands in view. Officers will evacuate persons within the school when it is safe to do so.

8.0 Lockdown

This section is produced using the NaCTSO Guidance. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/478003/NaCTSO_Guidance_Note_1_-_2015_-_Dynamic_Lockdown_v1_0.pdf

8.1 What is dynamic lockdown?

8.1.1 Dynamic lockdown is the ability to quickly restrict access and egress to a location on site or building (or part of) through physical measures in response to a threat, either external or internal. The aim of lockdown is to prevent people moving into danger areas and preventing or frustrating the attackers accessing a location, or part of, the school. It is recognised that due to the nature of Maplewell we may not be able to physically achieve lockdown, but we can implement effective plans to manage entry across the site. These can be found in Appendix 2.

8.2 Why develop dynamic lockdown?

8.2.1 Those seeking to conduct attacks often undertake a level of planning including hostile reconnaissance. All opportunities to detect and deter threats at the attack planning phase should be taken. Presenting a strong security posture through visible and effective activity, for example by staff awareness and reporting processes, efficient use of CCTV, deterrent communications and active security zones.

8.2.2 If preventing an attack has not been possible, the ability to frustrate and delay the attacker(s) during the course of the attack and reduce the number of potential casualties can be greatly increased through dynamic lockdown.

8.2.3 Advance planning of what needs to be done to lockdown a site and recognising the need for flexibility in those plans will save lives. See Appendix 3 Planned dynamic lockdown.

8.2.4 Planning should consider;
- How to achieve effective full or partial lockdown
- How to let people know what's happening
- Training your staff
- STAY SAFE principles (see section 8 and Appendix 4)

8.3 How to achieve dynamic lockdown

- Identify all access and egress points in both public and private areas of the school. Remember, access points may be more than just doors and gates.
- Identify how to quickly and physically secure access/egress points
- Identify how Maplewell can be sectored to allow specific areas to be locked down and communicated to key staff.
- Staff roles and responsibilities should be included in the plans.
- Staff must be trained/briefed to act effectively and made aware of their responsibilities.
- Stopping people leaving or entering the site – direct people away from danger.
- Processes need to be flexible enough to cope with and compliment invacuation and evacuation.

Potential elements, actions and controls of our lockdown procedures is included in Appendix 3. It is important that all staff realise that a response in this matter has to be dynamic at Maplewell due to the nature of the site.

8.4 How to let staff know what's happening

8.4.1 Various options exist depending on the nature and occupancy of the site, these include;

- Tannoy phone system
- Existing internal messaging systems; text, email, staff phones etc.
- Word of mouth

8.5 Training your staff

8.5.1 Due to the fast moving nature of incidents that require lockdown it is important that all staff are able to act quickly and effectively.

- Train/brief all staff using principles of "Stay Safe" (see section 8 and Appendix 4)
- Ensure people know what is expected of them, their roles and responsibilities
- Check staff understanding
- Regularly test and exercise plans with staff

- Regularly refresh training

9.0   School incident/emergency management plan

9.1 Maplewell's school management plan covers a range of potential emergencies, including those from above, to support with contingency planning in an emergency. A risk assessment that covers a range of emergency evacuation points can be found in Appendix 2.

9.2 This information will be shared with all staff so that they are aware of how to handle a range of complex situations in an emergency

9.3 All trips and visits will include potential risks that could affect the group when away from school. This will include controls around terrorism, accommodating pupils in any emergency situation, epidemics, severe weather disruption. This information also informs part of our incident management plan

9.4 The plan is authorized typically by the headteacher or the lead member of SLT in his absence and they will take overall responsibility of actions in relation to keeping pupils and staff safe

9.5 The plan holds the safeguarding of pupils and staff at the heart of its creation, and to support with this alerts to emergency services may be required. It may also be necessary to inform the local authority emergency planning team.

9.6 If pupils and staff need to be away from the school for a sustained period liason with area special schools and units will be made to sustain education

9.7 If pupils need to be kept safe away from the school site then liaison in the first instance will be the farm opposite the main school gate. If internal accommodation is needed then liaison with the warden of the village hall will be the next step.

9.8 A vital list of contacts will be used in an event of an emergency. These can be found in Appendix 5 alongside all contacts and important details of pupils and staff that can be found in the grab bag that is kept securely by the admin team.

9.9 Decisions around keeping parents and carers informed will be made by the lead member of SLT and shared throughout the procedure

9.10 If an emergency happens at a school or the school is closed for any reason e.g. severe weather it is likely that concerned parents will try to telephone the school to get further information. This may hamper school staff dealing with the emergency itself. One possible way of dealing with this, for example in a situation requiring 'invacuation', is to set up the main school line with an answer machine that you can set to "message only" (callers cannot leave messages). Updating the message regularly with information on the emergency will ensure that parents/guardians are informed and reassured.

9.11 If the updates are not possible due to inability to access the answer machine on site or remotely (due to evacuation, etc), the message should point the listener to where updated information can be obtained, such as a local radio station(s) or the Local Authority helpline/webpage.

Other methods of informing parents/guardians could be notices on the school website, e-mails or text messaging, telephone, notices on the school gate or fence, person at the entrance to the school to explain issues, telephone tree where each parent is contacted by telephone, BBC local radio (follow the emergency school closure procedure)

9.12 Further information regarding an emergency plan can be found in: Appendix 6-Action card- Evacuation, Appendix 7- Business continuity plan

Appendix 1- Immediate actions staff should take upon receiving a bomb threat.

Appendix 1: Bomb Threat Prompt Card for Reception Staff

If you take a phone call from someone who claims to have information about a bomb

Instructions: **Be Calm, Be Courteous. Listen. Do Not Interrupt the Caller.**

Your Name:			Time:	Date:
Caller's Identity/Sex:	**Male** ☐	**Female** ☐	**Adult** ☐	**Juvenile** ☐
Approximate Age:				
Origin Of Call:	**Local** ☐	**Long Distance** ☐	**Telephone Booth** ☐	**Mobile** ☐

VOCAL CHARACTERISTICS		SPEECH		GRAMMAR	
☐ Loud	☐ Soft	☐ Fast	☐ Slow	☐ Excellent	☐ Good
☐ High Pitched	☐ Deep	☐ Distinct	☐ Distorted	☐ Fair	☐ Poor
☐ Raspy	☐ Pleasant	☐ Stutter	☐ Nasal	☐ Foul	☐ Other
☐ Intoxicated	☐ Other	☐ Slurred	☐ Other		
ACCENT		MANNER		BACKGROUND NOISES	
☐ Local	☐ Breathless	☐ Calm	☐ Angry	☐ PA System	☐ Trains
☐ Middle Eastern	☐ Talk Fast	☐ Rational	☐ Irrational	☐ Machines	☐ Animals
☐ Hispanic	☐ Talk Slow	☐ Coherent	☐ Incoherent	☐ Music	☐ Quiet
☐ African	☐ Crying	☐ Deliberate	☐ Emotional	☐ Office	☐ Voices
☐ Slavic	☐ Laughing	☐ Righteous	☐ Jovial	☐ Factory	☐ Airplanes
☐ Other	☐ Scared			☐ House (TV)	☐ Party
				☐ Traffic	☐ Other

Bomb Facts

Pretend Difficulty Hearing - Keep Caller Talking - If Caller Seems Agreeable To Further Conversation, Ask Questions Like:

When will it go off?	**Certain hour/time remaining?**
Where is it located?	**Which building/area?**
What kind of bomb?	**What kind of package?/ What does it look like?**
How do you know so much about the bomb?	**What is your name and address?**

If school building is occupied, inform caller that detonation could cause injury or death. Write out their reply.

Call the Head Teacher on _____ or Police Department on **999**, and relay information about call.

Did the caller appear familiar with building (by his/her description of the bomb location)? YES / NO

Write out the message in its entirety and any other comments on a separate sheet of paper and attach to this checklist.

Notify the Head Teacher immediately

STAY CALM

Other Comments:

……

……

……

Signature …………………………………………………….

Date …………………………………………………………..

Print name …………………………………………………..

Appendix 2- Places of safety during an incident

Activities covered by this assessment:	Leaving the school site in the event of an emergency		
Site Address/Location:	Maplewell Hall School	Department/Service/Team:	
Note: A person specific assessment must be carried out for young persons, disabled staff and new and expectant mothers conducting this activity.			

Hazard (Something with a potential to cause harm) ✓/✗	Who Might be Harmed & How?	Existing Controls	Initial Risk Rating (SxL)			Further Controls Possible (What reasonably practicable control measures could be considered to further reduce the risk rating?)	Residual Risk Rating (SxL)			Action Required		
			Severity	Likelihood	Risk rating		Severity	Likelihood	Risk rating	Who: (Initial)	Date By: (--/--/--)	Done? ✓/✗
Crossing the road to the farm entrance if any school assembly points are unavailable	Staff, pupils and members of public	• Evacuation may be initiated by constant bell, tanoy or messenger via lead SLT • Pupils to be directed to the correct assembly point in the first instance- this may be by tanoy, messenger or redirection by staff on site • Direction by lead SLT in exiting the school grounds to access the farm drive • Tutor groups to be managed in individual groups to keep pupils calm and safe • Marshalling of school areas unless otherwise unauthorised • Traffic to be slowed by staff in hi-vis vests to aid crossing of the road • Hi-Vis vests to be worn to support traffic management on the highway	H	L	M	• Await emergency service assistance in moving pupils across the road	M	L	M	SLT	During procedure	Y

Hazard	Who at risk	Control measures	Likelihood	Severity	Risk	Additional controls	L	S	R	Responsible	When	Complete
		• Pupils to walk single file along the gravelled path. Staff to be spread consistently amongst each group with a leader and group checker at the end of each group • Pupils to be registered once arriving on gravel • Member of SLT to discuss with the farm owner the reasoning behind using the track • Grab bag kept by admin team • Await further direction from the emergency services in next steps										
Using the mini bus parking area as an assembly point	Staff, pupils	• Evacuation may be initiated by constant bell, tanoy or messenger via lead SLT • Direction by lead SLT in relocating assembly point by tannoy system if the incident occurs before evacuation • Fire marshalls to redirect groups to the car park area to prevent pupils using the main assembly point or if tanoy is unavailable • Messenger staff to be used if the situation means the tanoy cannot be used • Staff supervision of pupils to the car park area • Marshalling of school areas unless otherwise unauthorised • Register of pupils by tutor team • Staff supervision to ensure road remains clear for emergency vehicles • Grab bag kept by admin team • Await further direction from the emergency services in next steps	M	L	L	• Ensure pupils are kept in groups within the parking spaces to ease access for emergency services on site	L	L	L	SLT	During procedure	Y

Hazard	Who is affected	Control Measures	L	S	R	Additional Control Measures	L	S	R	Responsible	Timescale	Complete
Pupils need to be moved further away from the school site as directed by emergency services to the village hall	Staff, pupils, public	• Lead SLT to liaise closely with emergency services in making this decision • Call make to the caretaker at the village hall to expect pupil arrival • Staff to be shared across each tutor group based on pupil needs to ensure they can safely walk towards the village hall in single file • Pupils and staff with mobility issues would require support from the emergency services in relocating into the village due to lack of pedestrianisation-PEEP • Preferably mini buses to be used to relocate pupils and staff down to the village hall • Staff to be distributed between pupils whilst walking down the road edge • A lead staff per tutor group to re-register the pupils along the route and upon arrival at the village hall • A message to all parents/carers to identify the situation and the relocation of their children to the village hall • SLT call to transport to arrange collection of pupils as a matter of urgency. Any issues to be resolved by the support of each tutor team to request collection of the child	H	M	H	• Emergency services support to access the path further down the road • Individual pupil support if there is no other way of transporting them to the village • Earlier text message/answer machine message to parents/carers to prevent panic • Early call to SENA transport if this situation is likely to happen	H	M	H	SLT	During procedure	Y
Pupils need to be moved further down the field from the assembly point	**Staff, Pupils**	• Lead SLT to arrange for all tutors to direct the message of moving down the field to a new assembly point • Staff to support the movement of pupils to direct them away from the incident	L	L	L	• Ensure pupil PEEPS are kept up to date • Staff to support with keeping pupils calm	L	L	L	SLT	During procedure	Y

		• Individual pupils who need additional support to get this from staff-PEEP • Pupils to be arranged by tutor groups to ensure routine and expectations can still be followed • Lead SLT to liaise with emergency services for any more actions required							

During this activity, what could go wrong resulting in an emergency situation?	Change of circumstances around the incident, an outsider could join the groups during the movement as pupils do take longer due to SEN, gates could be blocked by outsiders or incident
How could this emergency situation be prevented / controlled?	Early support from emergency services to support any movement away from the normal assembly point on the back field
Who should respond to a potential emergency situation and how? Have staff been trained to respond to this emergency situation?	SLT will form the direction of actions taken if the standard evacuation procedure does not comply with the situation
Could any non-routine changes affect the safety arrangements in place for this activity? (Weather, People, etc.) What can be done?	Weather could affect any movement around and off-site- especially cold conditions. The main road is not gritted so could add additional risks to walking off site in an evacuation

Risk Assessor(s) Name(s):	Meloney Ison	**Risk Assessor(s) Signature(s):**			
Authorised By:	Jason Brooks	**Authoriser Signature:**			
Date Conducted:	26/3/19	**Date Review Required:**	26/3/19	**Date of Last Review:**	NA

Appendix 3- MHS planned and additional options for a dynamic lockdown

General procedures when dealing with a lockdown

Staff will be notified that a lock down procedure is taking place immediately on hearing the tannoy from the school office or messenger arranged by the crisis management team. Further details may be sent by email if the tanoy system has been apprehended.

All staff are to follow the **CLOSE** procedure in implementing the following: -

- Close all windows and doors
- Lock up
- Out of sight and minimise movement
- Stay silent and avoid drawing attention
- Endure. Be aware you may be in lock down for some time

1. The tanoy will activate a process of pupils being ushered into the school building or teaching spaces as quickly as possible if they are outside and the locking of the school's connecting doors and all outside doors/ blinds where it is possible to remain safe. The crisis team will direct the safe place details via the tanoy/email or messenger.
2. At the given instruction, the children remain in the room (or larger safe areas) they are in and the staff will ensure the windows and doors are closed/locked 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. Mobile phones are put on silent mode. These pupils will be registered on go4schools and staff present will be emailed to the office manager in the crisis team.
3. Children, adults (e.g. volunteers, Arch readers etc.) or staff not in class for any reason will proceed to the nearest occupied classroom and remain with that class and teacher e.g. children using toilets when lockdown procedure is engaged. These pupils will be registered on go4schools for that time of the day, along with and staff present will be emailed to the crisis team.
4. Individual teachers/HLTAs/TAs lock/close classroom door(s) and windows. Kitchen staff to close doors to this area, admin/premises team to close and lock all doors to the main building in the first instance. If directed spaces are being used (dining hall, stadium, sports hall) staff from the main building will be directed by the crisis team to lock down these key areas.
5. No adult or child to leave the room/area for any reason whilst in lock down.
6. Staff on PPA to lock down in the staff room; remaining quiet with no kettles on. All staff present will need to send an email of these details to the crisis team
7. Catering Staff to close the blinds to kitchen and turn off lights.
8. If practical staff should notify the front reception by email/radio via email that they have entered lock down and identify those children not accounted for and of any extra children who are now in lockdown in their room with them. NO ONE SHOULD MOVE ABOUT THE SCHOOL

Crisis team expectations overview

This team will comprise of typically the head teacher, deputy head, premises officer, business manager, office manager in the first instance. They will liaise directly with the

emergency services and formulate a response that is communicated across the school. They will formulate a dynamic response that is based around risk and control.

- The Headteacher (deputy head in his absence) will be nominated as the lockdown manager to initiate, manage rationale/decisions and conclude the lockdown. This lead is to contact the emergency planning team e.g. LCC and ensure they have a number to contact you on (school mobile)
- Business manager (deputy head in his abcence) to call the police and local authority if necessary
- Office manager to liaisie with lead staff that are on an educational visit. Advice will be given when it is safe to return to school. Liaison with any groups that are based in the woods.

Key staff team expectations overview

This team will typically comprise of Assistant Heads, compass team and extended leadership team. This team will typically support in directing instructions from the crisis team and the direction of staff/pupils who have been split from their teaching group when the lockdown instructions were given. This team will typically feedback the concerns that may be flagged during the lockdown and support in the direction of groups if further evacuations are needed.

Staff team expectations overview

To ensure all pupils are guided to safety quickly and efficiently. They must follow the instructions of the crisis team and raise any concerns around instructions given that may affect the safety of themselves and pupils. Staff need to register all pupils and staff in their attendance, and flag any missing to the crisis team. All remote groups of staff/pupils to make contact with the crisis team to flag their attendance and whereabouts. The staff team need to remain calm and focused so that safety and guidance is considered at all times. To efficiently barricade entrances based on the crisis team lockdown instructions. Nobody to be allowed out of their safe area under any circumstances. Staff will keep a calm atmosphere in the safe places and engage them in a quiet activity.

Instructions for immediate lockdown in situe/social times

- Tanoy announcement to all staff directing a "lockdown in situe". Staff to direct their group straight to the nearest safe area if they are not already within a classroom. Direct liaison with lead SLT and premises to further direct this response as the 'crisis team'. A messenger to be sent to be sent to areas outside of classroom staff to flag any lessons out of classrooms or to staff on duty at social times.
- If a key is present staff to lockdown the teaching area
- If there is no key staff to barricade the door with furniture within the room
- All blinds/curtains/doors/windows to be closed
- Any missing persons to be reported to the lead SLT by phone/email/radio. If you and pupils are absent from your teaching area communicate with lead SLT to make your whereabouts known
- Completion of registers in situe and feedback to crisis team. Registers shall be completed by go4schools in the first instance, along with an email regarding staff present in the room. The register should only include pupils in your direct supervision.

- If lockdown occurs during social times staff messengers to be arranged by the crisis team to send staff and pupils to secure locations- (KS4/5 dining room, K5), (KS3-Eaves, DT, Rm 2, Rm 3, Rm 7, Rm 8). Pupils and staff in classrooms
- The alarm system can be used to maglock key areas within school

Lockdown to a directed area in school

- Tanoy announcement to all staff directing a "lockdown to [area]". Staff to direct their group straight to this area as swiftly as possible. Direct liaison with lead SLT and premises to further direct this response as the 'crisis team'
- Typical areas for the whole school to convene are the sports hall, stadium or the dining hall
- Any missing persons to be reported to the lead SLT by phone/email/radio. If you and pupils are absent from your teaching area communicate with lead SLT to make your whereabouts known
- Completion of registers in situe and feedback to crisis team. Registers will be completed by go4schools in the first instance, along with an email regarding staff present in the room. The register should only include pupils in your direct supervision.

Communication with parents

If necessary parents will be notified as soon as it is practical to do so via text through our text and email communication system. The office manager will contact SENA transport and information relayed will be notified by county hall to the different companies. Parents will be told: '..the school is in a full lockdown situation. During this period the phones must not be used and entrances will be un-manned, external doors locked and nobody allowed in or out…' 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. Pupils will not be released to parents during a lock down. Parents will be asked not to call school as this may tie up emergency lines. If the end of the day is extended due to the lock down, parents will be notified and will receive information about the time and place pupils can be picked up from the office 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.

Other methods of informing parents/guardians could be:

- Notices on the school website
- E-mails or text messaging
- Telephone
- Notices on the school gate or fence
- Person at the entrance to the school to explain issues
- Telephone tree where each parent is contacted by telephone (more difficult in larger schools)
- BBC local radio (follow the emergency school closure procedure)

Lock down drills

Lock down practices will form part of staff induction/training due to the complexity of the school site. Monitoring of practices will take place and staff debriefed for positive reinforcement or to identify required improvements.

Appendix 4- STAY safe procedures

Firearms and weapons attack

'Stay Safe' principles (Run Hide Tell) give some simple actions to consider at an incident and the information that armed officers may need in the event of a firearms and weapons attack. Full guidance is contained on the NaCTSO website https://www.gov.uk/government/publications/recognising-the-terrorist-threat.

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 go through 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.

Appendix 5- emergency contacts sheet

Contact	Additional Information	No. needed
Local Authority Emergency Planning Team	Business contingency	0116 252 5001
Local Authority Crisis Line	Office Hours	0116 305 5400
	Outside Office Hours	0116 305 6101
Electric	Total gas and power	0333 003 7874
Nodrane Gas	Calor gas	0345 7444 999
Heating gas	Kerogas tanks Prince petroleum	0116 266 1828
ICT	LEAMIS	0116 2311280
Insurance	LCC Public liability	0116 305 7658
Internet	East midlands broadband consortium E-safety for school	0845 122 6873 0333 344 6501
Sanitary	Veolia	020 7812 5000
Telephone	Dalys	0116 242 6996
LCC Property	LA Property Department	0116 305 5000
School Nurse	NHS	0300 3000 007
Social Services	24 hour number	0116 3050005
Stationery	ESPO	0116 265 7878
SEN transport	NA	0116 305 0002
Water	Water plus	0345 072 6072

Appendix 6- Action Card- Evacuation

Action Card - Evacuation

1. Call emergency services if necessary police/fire/ambulance. Have the following information available if possible:

   - **C**asualties - Approximate numbers of dead, injured and uninjured
   - **H**azards - Present and potential
   - **A**ccess - Best access routes for emergency vehicles, bottlenecks to avoid etc.
   - **L**ocation - The precise location of the incident
   - **E**mergency - Emergency services already on scene, and what others are required
   - **T**ype - Type of Incident, including details of numbers of vehicles, buildings etc. involved
   - **S**tart a log

2. Pick up grab box(es)

   See "Grab Box Inventory" appendix

3. If necessary, call local emergency management section

   - How many pupils?
   - Is transport required?
   - Emergency centres?

4. Collect registers
5. Collect essential medicines (ensure these remain tightly controlled)
6. At evacuation point take register
7. Each lead teacher to take their part of the school to the emergency centre as designated (may be by transport, etc.) with the assistance of other teachers.
8. Register to be completed as necessary and upon arrival at the centre
9. Pupil parents/guardians to be contacted and informed of the location of the children
10. As guardians arrive to collect children, register to indicate when collected

Appendix 7- Business Continuity plan

Incident escalation process

It is vital that the School has a clear and simple method by which it can quickly recognise a business continuity threat and act accordingly. It is generally better to over-react to serious incidents and then stand down members of staff than to under-react.

The agreed escalation and invocation framework to be adopted and understood by all is set out in below.

- Incident reported to the Headteacher (Deputy head in his absence)
- Headteacher takes decision as to whether the Business Continuity Plan needs to be invoked
- Advise Risk Management and Insurance Services at LCC 0116 252 7465
- Advise Chair (and/or Vice Chair) of Governors

The Headteacher (or deputy) has the authority to compel all other members of the Senior Leadership Team and other managers as relevant to meet as soon as is reasonable as the crisis Management Team to discuss an incident, or the threat of an incident, which could force the Business Continuity Plan to be invoked.

Critical Activities

Table 1, below, is a list of the critical activities carried out by the school and the maximum time we could run without performing them.

Table 2, below, is a list of the requirements we will have to consider to be able to re-instate a full Educational Service.

Table 1 – Critical Activities

Activity	Maximum Tolerable Disruption
External Exams, e.g. GCSEs	0 hours
Payroll	0 hours
Catering	1 Day
Provision of ICT, including VLE & MI Systems	2 Days
Teaching & Learning KS4	1 Week
Teaching & Learning KS5	1 Week
Teaching & Learning KS3	1 Week
Extra Curricular, e.g. sports teams	2 Weeks
Lettings	1 Month

Table 2 – Requirements to re-Instate Full Service

Requirement	Considerations
Building	Secure, appropriate and fully risk-assessed with all utilities connected and working. Full working catering facilities.
Transport to and from temporary accommodation	For staff and pupils, with appropriate staffing if necessary at an appropriate, safe place.
Toilet facilities	Suitable for the number and gender of staff and pupils
Office facilities	Appropriate for the number of staff and with appropriate furniture
Outside play area	Secure, appropriate and fully risk-assessed
Staff area	With tea / coffee making facilities etc.
Hall	Large enough to hold assemblies and carry out PE lessons
Tables	Enough for each class
Chairs	Enough for each pupil and member of staff and appropriate sizes
Telephones	With at least two lines
Boards	Preferably interactive for each class
Computers	Ideally at least one per class Also for admin use
Internet access	Ideally in each class room and the office facilities
Access to SIMs	For all appropriate staff
Printers	Ideally enough to support the teaching and administration
Photocopiers	Black & white sufficient
School meals	Free, paid and staff
Learning resources	Appropriate books, software etc.
Stationery	Appropriate and sufficient exercise books, paper, pens, pencils, rulers, erasers etc.