



Incident Management - Lockdown Procedures

Approved by	C. Snowden		
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Summary of Changes

Version	Date	Summary of Changes	Approved By
1	November 2019	Written	C Snowden
2	November 2021	No changes	C Snowden
3	October 2023	Update introduction to include ' <i>a child displaying threatening behaviour</i> '	C Snowden
4	September 2025	Update on location of children during a lockdown and for them to remain silent (section 6.0)	C Snowden
5	April 2026	Update on communication using Walkie Talkies during a lockdown. Only Channel 2 to be used (section 6.0)	C Snowden

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Section 1: Introduction

Lockdown arrangements should be determined by schools on an individual basis, as they will be dependent to a large extent on local circumstances such as premises design and layout, class arrangements, resources available, etc.

Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident / civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the school)
 - An intruder on the school site (with the potential to pose a risk to staff and pupils)
- A warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud, etc.)
 - A major fire in the vicinity of the school
- The close proximity of a dangerous dog roaming loose
 - A child displaying threatening behaviour

This procedure is designed to guide staff in the deployment of the Lock Down Procedure for Western House Academy and our expectations of lock Down.

An Emergency is “An event or circumstance which happens with or without warning that causes or threatens injury to people, disruption to operations, or damage to property or to the environment”.
Emergency Planning College

The objective of this Plan is therefore to provide a reasonably practicable prepared response to an emergency to protect life and property and minimise the adverse effects on the academy.

Decision Making in an Emergency Situation

Emergency situations are usually unplanned. They can also be traumatic, requiring an immediate response to minimise the impact and reduce the risk of further escalation. Though the situation may require a rapid response, decision-making in emergency situation will not be made in a panicky or knee-jerk way, as this could make matters worse. It is essential therefore that before making any decisions the decision-makers will be in possession of accurate information about the incident.

WHEN DECISIONS ARE MADE WITH INCOMPLETE AND INACCURATE INFORMATION	WHEN DECISIONS ARE MADE WITH COMPLETE OR ACCURATE INFORMATION
• Time wasted on meaningless activity prolongs the emergency	• The emergency may be resolved faster
• Bad decisions cause unnecessary distress	• People's distress minimised
• Poor decisions – litigation risk	• Sound decisions stand up to future scrutiny
• Muddle through	• Smoother recovery
• The reputation of the academy could be tarnished	• The academy has the respect and confidence of parents and the community

The first task in the event of an emergency situation is therefore to gather relevant information in order to make an assessment of the situation before any decisions are made. Remember:

Information gathered will be verifiable, accurate and reliable, not elaborated, enhanced, inferred, suggested, assumed, and not to be based on hearsay or second hand information.

The following form will be used to record the initial contact information.

This information will be updated and kept up to date as the emergency unfolds.

Section 2: Initial Contact – Information Gathering

What is the Source of the Information? (e.g. who contacted you, name, title, organisation, telephone number)
Date and Time:
What has happened?
Where did it happen? (e.g. location of the incident)
When did it happen? (e.g. how long ago)
Why did it happen? (N.B. caution – remember it may be too soon to establish the cause or blame at this stage)
Who was involved? (e.g. names and numbers of children, leaders and others)
How were they affected? (e.g. uninjured, casualties, fatalities, missing)
Where are they now? (e.g. where have the uninjured, casualties, fatalities been taken, who is with them, are they safe, how can they be contacted?)
What is their current Condition? (e.g. are they safe and well and being looked after?)
What is happening now? (e.g. is the emergency resolved or still ongoing, are those involved in transit, where to, when will they arrive?)
Relevant contact details: (e.g. who is in charge and how can they be contacted. Include academy contacts and those from other relevant organisations or individuals)

Has anyone else been informed? (e.g. emergency services, LA, names and numbers, what were they told?)
What additional resources or assistance are required?
Person Completing, date and time:

Section 3: Three Possible Levels of Response

The academy is responsible for initially assessing the level of response required.

There are three levels of Emergency Response, and whilst not all of the criteria may apply in every situation, the following matrix is a guide to classifying the level of seriousness of the incident.

By accurately classifying the incident the academy can quickly identify and take the appropriate action consistent with the seriousness of the incident and to ensure that the Trust Management Team & LA are involved and providing support at an appropriate level.

If for any reason the academy is unable to establish the full extent of the situation, then advice will be sought from the Chief Operating Officer or Chief Executive.

	LEVEL 1	LEVEL 2	LEVEL 3
Response	Limited Response	Coordinated Response	Major Incident Response
Involvement of emergency services, health authority or hospitals	None	Some involvement	Significant involvement and liaison required
Impact on normal activities, i.e. disruption to services	Little or no impact	Limited impact	Significant or major impact
Impact on staff/pupil welfare	Little or none	Limited	Casualties or fatalities
Evacuation, sheltering or migration required	Not required	Possibly required	Required
Additional support required from the Trust/LA or other agencies	None required	Some additional support required	Significant additional support required
Probability of escalation.	Low	High probability	-

Speed of resolution of the incident	Incident resolved quickly	Incident not resolved immediately.	Serious ongoing impact on activities
Likelihood of generating enquiries from parents/guardians, pupils, media or the public	Unlikely to generate enquiries	Situation may generate some enquiries	Situation will generate a large number of enquires

Section 4: Initial Response Checklist

Contact the emergency services if necessary, and take the appropriate action depending on the level of response required. Some or all of the following may apply:

LEVEL 1

LEVEL 2

LEVEL 3

APPROPRIATE ACTIONS BY THE ACADEMY			
Gather all the relevant facts	Yes	Yes	Yes
Assess the situation	Yes	Yes	Yes
Gather the Academy Emergency Management Team	If required	Yes	Yes
Establish needs	Yes	Yes	Yes
Notify the COO or CEO	Notification	-	-
Contact LA immediately	-	Yes	Yes
TRUST ACTION COO or CEO to contact the Chairman of Directors	Notification	Yes	Yes
Initiate an Academy Action Log	-	Yes	Yes
Activate the Lock Down Plan	-	If required	If required
Consider establishing a shift rota for academy staff (EMT), with relief officers and rest periods as advised by the Police	-	If required	Yes

Section 5: Academy Emergency Management Team (EMT)

In an emergency situation there may be many things to think about and action simultaneously which might be beyond the capacity of one person.

The Principal or Teacher in Charge is responsible for making decisions and will take control of the academy's response and direct members of staff to resolve the incident.

These roles may include the following depending on the seriousness of the incident:

Information and Response

- Collect and maintaining up to date accurate information about the current situation
- Ensure that the appropriate level of response is being made
- Review/re-assess the situation as the incident unfolds

Special Needs

- To identify those affected by the incident who have special needs
- To understand how they have been affected by the incident
- To identify what additional resources/communications/recovery action is required to meet their specific needs
- To make the necessary arrangements for this to be provided
- To Ensure these are administered/delivered to the point of need

Communications

- Organises outgoing communication e.g. with offsite groups, governors, Directors, parents and the LA
- Organises incoming communications e.g. how calls from parents will be received
- Be the point of contact for the LA or Emergency Services

Resources

- Establish needs
- Make arrangements for appropriate resources to be provided
- Liaison with the LA for appropriate support
- Ensure these are administered/delivered to the point of need

Recovery

- Identify how the Academy has/is being affected by the incident
- Initiate relevant actions now to mitigate negative affects
- Establish what areas of support will be required for short term
- Liaison with the Trust or LA for appropriate support
- Keep everyone focussed on people issues

Action Log

Maintain the written action Log to protect the academy's interests at any subsequent enquiry. It may also be appropriate for the Trust/ LA to have a representative on the Academy EMT, particularly in the case of a serious incident

ACADEMY EMERGENCY PLAN - ACTION LOG

Date & Time	Information Received, Decisions Made, Actions Taken	By Whom/With Whom	Completed by (initial)

Section 6: Lockdown Procedure

Lockdown, this is an American term, referring to the procedure for keeping pupils safe by keeping them indoors in their classrooms or other safe locations away from a perceived threat. For example when an intruder is seen on or near the academy site, a wild dog has entered the site or if local pollution or fire threatens the well-being of children.

Lockdown could also apply if the intruder is within the academy buildings, in which case a quick assessment will be made as to whether it is safer to keep pupils within their classrooms or to evacuate and disperse them.

The lockdown signal, is operated through the lockdown sounders located across the school. These will sound for 90 seconds. After the 90 seconds the lockdown is still active until the all clear is given, even though the sounder stops. NB it must be audible in every part of the school **and there must be special**

arrangements to notify deaf/hard or hearing people if they are on site. On the outside of both buildings, there are also strobe lights which will flash for one minute.

If the lockdown is initiated while parents are on site (e.g. drop off, pick up, sports day, assemblies, etc.), these procedures must still be followed and parents will need to wait until the all clear is given before children are released to them. If parents are inside the building they must move to the nearest securable room, as directed by members of staff.

All staff will ensure their phones are on but placed on silent and all year group Walkie-Talkies are fully charged, as messages must be conveyed through WhatsApp and Walkie-Talkie.

Any visitors on site will be given the lockdown and fire evacuation procedure before being allowed to enter the building.

Actions in Chronological Order

1. The lockdown sounder initiates lock down procedures. The location of the potential threat will be relayed to the Principal or Teacher in Charge via the WhatsApp Group or Walkie-Talkies.
2. Teachers will clear the corridors and get all pupils and staff into the closed classrooms or any safe areas. Staff or children in other rooms around school will stay there unless it is deemed safe to return to their classroom – these areas should be secured, do NOT go back to your classroom or usual place of work.
3. If the children are outside, teachers/supervisors will, depending on the situation, move them to the nearest building as quickly as possible (you do not need to line the children up before entering the classroom) that is deemed safe - where the strobe light is NOT flashing. Teachers should be vigilant that children outside may need to enter their classroom.
4. Once all pupils are in their classroom, classroom and all lockable doors must be closed and locked and windows closed and blinds pulled. Staff will not allow anyone out of the classroom during a lockdown procedure in any circumstances while it is active.
5. Teachers must remain with their pupils at all times and try and keep pupils calm. All children to be required to go under their desks or move to a safe space within the classroom. The emphasis is on the class remaining silent throughout the lockdown.

Staff should notify immediately of any pupils they have in their location via WhatsApp or Walkie-Talkie message – only Channel 2 will be used to communicate during a Lockdown. The phrase Pulled in .../Not Pulled must be included in the message to confirm location the lockdown initiation.

6. The EMT will instigate an immediate search for any missing children.
7. Staff will keep all pupils in their classrooms until given the all clear. The all clear signal is another 90 second intermittent alarm sounder. An all clear message will also be relayed over WhatsApp and Walkie-Talkies. No doors should be opened until the Principal or lead instructs staff to do so. If the fire alarm sounds, it should be ignored unless instructed by SLT.
8. The CEO and COO will be informed if they are not on site.

Communication:

As needed, communication with the Emergency Services will be established

During a live lockdown situation the following message will be relayed to parents:

‘The school is in a full lockdown situation. During this period the switchboard and entrances will be un-manned, external doors locked and nobody allowed in or out. Wait for the school to contact you about when it is safe for you to come and get your child, and where this will be from’.

Parents will be notified of any lockdown practice.

Parents will not be allowed to pick up their children during a lockdown procedure.

No member of staff should discuss or communicate information about lockdown events out of school and **MUST** not speak to the press unless permission is authorised by the Principal.

Contact the emergency services if necessary, and take the appropriate action depending on the level of response required. Some or all of the following may apply:

SLT/Site to follow the Emergency Initial Response checklist below.

LEVEL 1

LEVEL 2

LEVEL 3

APPROPRIATE ACTIONS BY THE ACADEMY			
Gather all the relevant facts	Yes	Yes	Yes
Assess the situation	Yes	Yes	Yes
Gather the Academy Emergency Management Team	If required	Yes	Yes
Establish needs	Yes	Yes	Yes
Notify the COO or CEO	Notification	-	-
Contact LA immediately	-	Yes	Yes
TRUST ACTION COO or CEO to contact the Chairman of Directors	Notification	Yes	Yes
Initiate an Academy Action Log	-	Yes	Yes
Activate the Lock Down Plan	-	If required	If required
Consider establishing a shift rota for academy staff (EMT), with relief officers and rest periods as advised by the Police	-	If required	Yes