



Lockdown Policy Procedure

Review Due:	February 2025
Last Review	February 2024
Applicable to:	Abbot Alphege Academy
Reviewed By:	Emma Cooper
Approved By:	Board of Governors

Safeguarding Statement

At Abbot Alphege Academy we respect and value all children and young people and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Abbot Alphege Academy. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Equality Statement

We will make every effort in creating equality of opportunity in order to ensure they are accessible and fair to everyone. Every person has the right to be treated fairly, regardless of race, gender, sexuality, disability, age, culture, religion, nationality or caring responsibilities. Where necessary we will implement reasonable adjustments or additional support, to ensure equality of access to an education and suitable learning and working environments. Our staff, Trustees and governors who plan, agree and deliver our education provision will recognise diversity and demonstrate a proactive approach in their day-to-day work. They will ensure that everyone is treated fairly, recognising special education or physical needs and understanding differences. Behaviour will reach our high standards of conduct (staff and pupils) and the learning environment we provide will be safe and accessible for those studying and working.

Rationale: Abbot Alphege Academy (“the Setting”) fully recognises its responsibilities and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers, including those in the Early Years Foundation Stage (EYFS) to share this commitment.

This policy is to safeguard the welfare of pupils and staff in any scenario whereby it is unsafe to leave the school building or if it is unsafe to stay within the school building and grounds until that situation is resolved to the satisfaction of the Senior Leadership Team with advice from emergency response teams.

Aims: To ensure pupil/staff safety in extreme circumstances such as in Appendix 1

Management and Control	
Nominated person	Responsibility
Headteacher Assistant Headteacher	Initial contact with emergency services – Cascade information to Assistant Heads and Office staff
SLT Supported by Office staff	Liaison with parents
Assistant Headteacher Supported by Teachers and TAs	Pupil control and supervision, allocation of staff to support groups, checking of registers
Office Staff	Visitors
Site Team (where possible)	Secure perimeter doors – liaison with emergency services on arrival if necessary
Headteacher	Individual evacuation plans
Headteacher/Office	Inform HERS upstairs
HERS manager	Coordinate HERS staff

Signals	
Signal for lockdown	“Lockdown” call to all classes supported by office and site team
Signal for all-clear	“All clear” call to all classes supported by office and site team
Signal for evacuation	Fire Alarm – direct to assemble on the Field and then move to agreed evacuation point

Lockdown	
Specified assembly room	Classrooms or group rooms. Staff will make the decision based on the circumstances of the lockdown. If the threat is unknown – Teachers escort pupils back to their classrooms to await further information.
Communication arrangements	Mobile phones if accessible

Lockdown Procedure				
Step	Initial response	Check	Time	Signed
1.	Ensure all pupils are inside classrooms – group rooms if possible External visitors assembled in headteachers office or classrooms	<input type="checkbox"/>		
2.	Secure classroom and external doors	<input type="checkbox"/>		
3.	Dial 999 for each emergency service that the incident requires	<input type="checkbox"/>		
4.	Ensure that staff members take action to increase protection from further danger: Sit on the floor, under tables or against the wall Keep out of sight and draw blinds to avoid detection Turn off lights Stay away from windows and doors Pupils can carry out quiet activities – if appropriate the IWB can display a film/TV programme etc.	<input type="checkbox"/>		
5.	Ensure that all pupils and staff members inside the specified assembly room are aware of an exit point in case an intruder manages to gain access or the assembly room becomes unsafe	<input type="checkbox"/>		
6.	Check for missing or injured staff members and pupils if it is safe to do so	<input type="checkbox"/>		

	SLT to contact classes and inform of the nature of the threat, any additional measures and to check all groups are accounted for			
7.	Remain inside the specified assembly room until the all clear signal has been given or unless told to evacuate by the emergency services or senior leaders	<input type="checkbox"/>		

Evacuation Procedure				
Step	Initial response	Check	Time	Signed
1.	Fire Alarm sounds – Identify the cause and silence the alarm to minimise disruption AAA office staff to manage staff in and visitors info. HERS to manage HERS staff and visitors	<input type="checkbox"/>		
2.	Ensure all pupils are assembled on the field External visitors assembled on the field	<input type="checkbox"/>		
3.	SLT assess the nature of the threat and advise next steps	<input type="checkbox"/>		
4.	In the case of no threat or identified and contained threat the evacuation is stood down	<input type="checkbox"/>		
5.	In the case of a threat or inability to contain/eliminate the threat Office staff or Headteacher contact relevant emergency services Inform trust	<input type="checkbox"/>		
5.	A longer term evacuation is planned to a pre identified local facility – Pemberley Place	<input type="checkbox"/>		
6.	Office staff collect and bring the <i>evacuation pack</i>	<input type="checkbox"/>		
7.	Remain at the evacuation point until the all clear signal has been given or unless told to evacuate by the emergency services	<input type="checkbox"/>		

EXAMPLES OF THREATS AND HAZARDS

Natural Hazards	Adversarial, Incidental & Human-Caused Threats		Technological & Biological Hazards
Cold Weather (severe) Dust Storm Earthquake Flood Heat Wave Hurricane Landslide/Mudslide Lightning Snow/Ice Wildfire Wind (severe) Swarm of Bees	Animal, Aggressive/Dangerous Bomb Threat Bullying Bus Crash Domestic violence/abuse Drowning Explosive Device Found Explosion Fights Fire Gang Violence Gunshots Medical Emergencies Hostage Situation Kidnapping	Missing Student People, Aggressive, Dangerous, Suspicious Poisoning Riot or Demonstration Sexual Assault Shooting or Stabbing Student/pedestrian hit by vehicle Suicide Threat, Attempt or Completion Threat of Violence Weapons	Cyber Crime/Attack Infectious Diseases Food Contamination Water Failure/Contamination Allergies (food, cold, sun, bees) Poor Air quality Toxic materials present in the school (mould, asbestos, lead) Hazardous Materials Release outside the school (industrial plants, highways, railways, vessels, aircraft) Hazardous Materials Release inside the school (gas leaks or laboratory spills) Radiological releases from nuclear power stations Power Failure Sewer Failure Structural collapse, roof leaks