



Moorlands Primary School

High Expectations, High Achievements, Challenge and Enjoyment for All

Invacuation and Lockdown Policy and procedure

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date	Approved by Governors	Committee	Website
Becky Freeman	July 2016	July 2017	7/7/16	Buildings/H&S	Y
Hannah Woodhouse	March 2017		March		
Becky Freeman	March 22 nd 2017	July 2018	July 2017		
Becky Freeman	July 2018	July 2019	July 2018		
Becky Freeman	July 2019	July 2020	July 2019		Y
Becky Freeman	June 2021	July 2023	July 2021		Y
Becky Freeman	June 2023	June 2025	July 2023		Y

Introduction

At Moorlands Primary School we have developed an invacuation and lockdown policy and guidance, to safeguard our school community. Planning for possible events results in better decisions in times of sudden crisis. Advice and training by the West Yorkshire Schools Security Forum has been take to develop this policy.

Definitions

Invacuation: to confine people within a space due to an emergency or dangerous situation outside.

Lockdown: a security measure taken during an emergency to prevent people from leaving or entering a building:

Rationale

This procedure should be used if the need ever arises when children are outside to get them inside for safety as soon as possible. It may be that a danger is spotted by staff on duty, or instructions are received from an outside emergency service. This policy is supported by guidance issued on the government website: <https://www.gov.uk/government/publications/developing-dynamic-lockdown-procedures>

A common sense approach should be applied. This policy recommends procedures to be followed but depending on the nature and the location of the threat, the decision can be made to move children and staff to a safer area.

Receiving a call advising partial lockdown /invacuation (see Appendix 1 for Lockdown signals) Follow the advice from the West Yorkshire security forum – invacuation flowchart. (appendix 1)

On receiving a call:

- A member of office staff should signal an **invacuation** to all internal staff by giving 5 short blasts on the school bell.
- If playtime, another member of office staff should signal an **invacuation** to external members of staff by giving 5 long blasts on a whistle. This should be repeated until all children / staff are safely in the building.
- All internal members of staff should make their way to the playground to supervise children coming inside.
- If invacuation occurs when a member of staff is on duty, they must radio the office to signal an invacuation and blow the whistle 5 x. Person receiving the radio message must ring the school bell 5 x.
- All children and staff should return to their respective classrooms and the class teacher should ensure all children and staff are accounted for.

The member of staff who received the call should write down the name of the reporting officer, station and available details of the incident for future reference. If possible, the caller should also be asked how school will be notified that the area is now safe.

Any **pupils** inside the building should return to their classroom as soon as possible

On hearing the **invacuation** signal, any **staff inside** the building should go to the playground to assist the children's safe entry into the building, If any routes into school are not accessible take the children in the nearest available entrance. Doors should be held open for children to pass through safely and staff should encourage the children to keep calm. Staff should ensure all children return to their own classrooms.

- All **staff outside** the building should carry on the invacuation signal with 5 long blasts on the whistle and encourage the children to enter the school through the nearest fire door. Senior members of staff should go outside to check all areas of the outside where children may be obscured. The last members of staff to enter the building should *close the door* behind them, and return to their classrooms. A member of the office staff will come and check the evacuation report with each class over the radio.
- The fire sweepers/marshals, sweep the same corridors and check doors within their sweep are locked, before returning to their base.
- Office staff to phone the kitchen to indicate lockdown, wait on phone until kitchen confirms all present and doors/windows locked.
- One nominated person to radio the office to say all adults, visitors and children in their year group are accounted for.-
- One person in the office to close all office doors and blinds and lock external doors.
- One person in the office to check off all year groups present as they radio through.

Class teachers and class based teaching assistants should remain in the classroom with the children and any additional members of staff should go to the main school office where additional roles will be assigned (See appendix 3)

Kitchen/cleaning staff should ensure kitchen windows are closed, shutter is down, outside door is locked then make their way to the school office.

Ending the invacuation: 3 rings of the school bell.

Partial Lockdown:

If a partial lockdown is required, follow the invacuation procedure. When pupils and staff are in the building, signal the **partial lockdown** through the radio/walkie talkie system. Children to be led to the classrooms, and blinds drawn.

Intruders on the school premises

A member of the office staff should assess the level of risk and if this is deemed to be high, ring the police immediately dialling 999 and another member of the office staff should sound the lockdown signal (the words partial or full lockdown on radios)

External intruders

In case of an external intruder, the procedure for lockdown of the school is to stay indoors, all classroom doors & windows should be locked, blinds closed. The Class teachers should ensure all staff, pupils and visitors are accounted for. A member of the office staff will call the police and man the phone.

Internal Intruders

In case of an internal intruder, the signal will be '**full lockdown**' on the school radios. The following should be done:

- **Block access points (move furniture to obstruct doorways)**
- **Sit on the floor, against a solid wall.**
- **Keep out of sight**
- **Draw blinds.**
- **Turn off lights**
- **Stay away from windows and doors**
- **Put mobile phones on silent.**

Radios and whistles

- Radios should be in all shared areas
- Whistles should be worn on lanyards of all staff

The positioning of lockdown whistles and radios should be checked during termly safeguarding monitoring.

Sharing lockdown procedures

Invacuation and Lockdown practice will take place at least once per term and the procedure will be shared with new staff and volunteers. A copy of the invacuation and lockdown procedure should be kept in classrooms alongside fire drill procedures. A summary procedure is shown in Appendix 2

Contacting parents:

Following the incident the parents should be informed by text: Reassure the parents that the children are safe, outline briefly the incident i.e. following an incident on Moorlands Road..., and give them information about picking up children if necessary.

After a lockdown:

Make sure all children, staff and visitors are safe and calm. Reassure about the incident. Support as needed. Contact any appropriate agencies for support appendix 3

Scenarios:

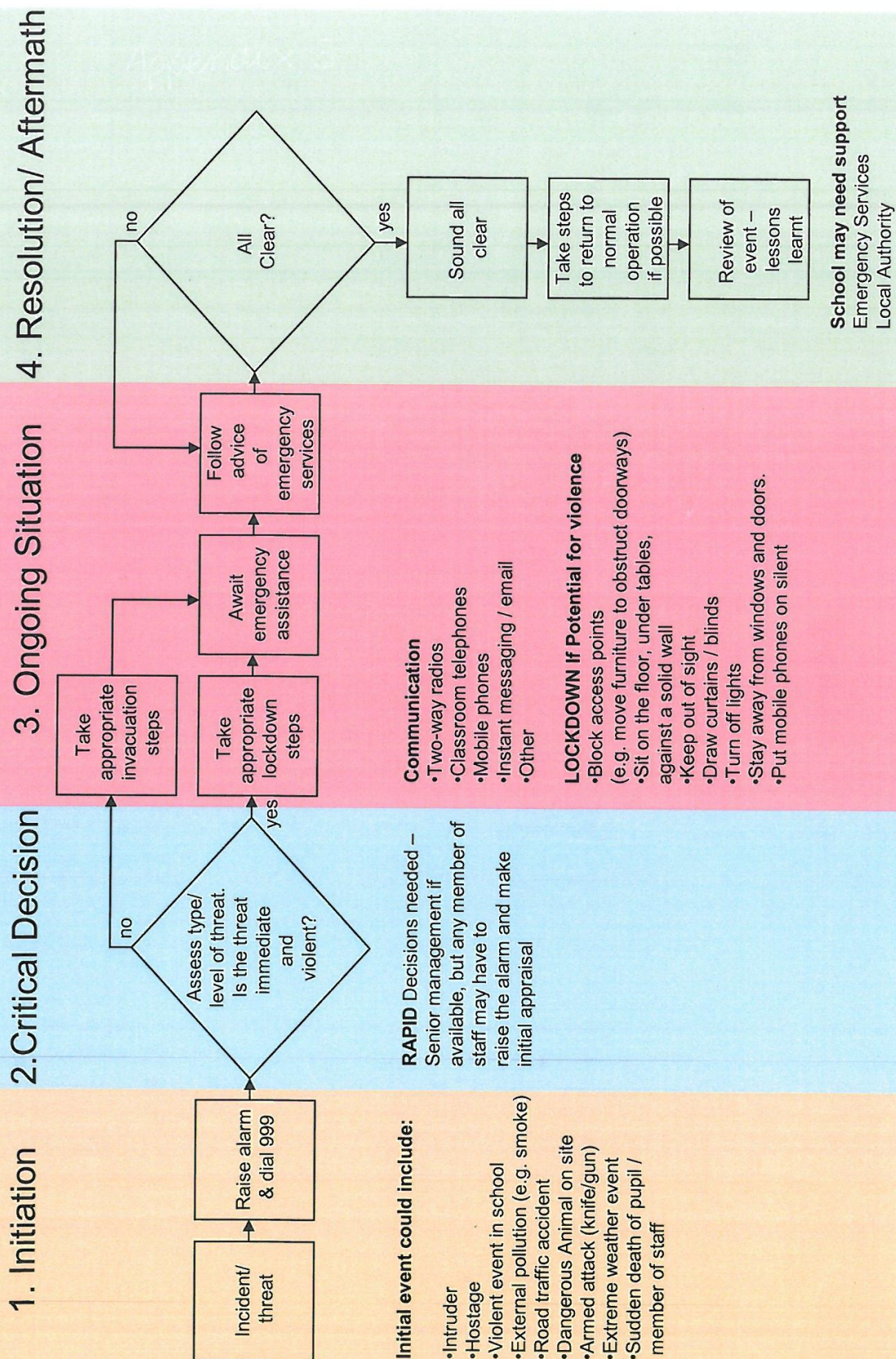
See attached to policy guidance.

Review

This policy has been agreed by the Policies Committee and ratified by the Full Governing Body.

Appendix 1

West Yorkshire Schools Security Forum – Invacuation Flowchart



Appendix 2

Moorlands Primary School LOCKDOWN PROCEDURE	
Signals	
Invacuation- 5 whistles and or 5 bells	
Signal for all clear: 3 bells	
Invacuation/lockdown	
Areas most suitable for invacuation and lockdown	All people in from playground, MUGA, field and forest area.
Entrance points (e.g. door, windows)	Main entrance, Yr2 door, Yr5 door, Yr4 door, Yr 6 door and Yr 1 door. All
Communication arrangements – Following the initial invacuation staff to be informed of the nature of the threat as soon as possible	Two way radios
Upon hearing the signal (5 whistles or and 5 bells), take the following action	
GO IN Ensure all the pupils, staff are safely inside the building	
Close/lock/secure entrance points to prevent the animal/pollutant/intruder/violent person etc. entering the building. Close off ventilation and air conditioning.	
Dial 999	
In the case of a potentially violent incident, you need to take action to increase protection from attack. FULL LOCKDOWN	
<ul style="list-style-type: none"> • Block access points (move furniture to obstruct doorways) • Sit on the floor, against a solid wall. • Keep out of sight • Draw blinds. • Turn off lights • Stay away from windows and doors • Put mobile phones on silent. 	
Ensure that pupils, staff and visitors are aware of an exit point in case the situation dictates that evacuation is the best option (fire or on instruction from emergency services)	
If possible. Check for missing/injured pupils, staff and visitors without putting yourself at further risk.	
STAY IN: remain in classrooms until the all-clear signal (3 bells) has been given. TUNE IN if possible and appropriate obtain local news updates via radio/computers	

*On hearing the lockdown signal at any other time you **must** follow this procedure and remain in the classroom until instructed that the area is safe.*

Appendix 4 - Additional Responsibilities

Class teachers and class based TAs should remain in the classroom with the children and any additional members of staff should go to the main school office where additional roles will be assigned.

Lunchtime and Kitchen staff- Invacuation and Lockdown procedure.

All of the above staff have Invacuation procedures attached to lanyards.

Here is the basic information to be read alongside the Invacuation and Lockdown policy.

5 whistles and or 5 bells <u>internally</u> will indicate the start of the invacuation.	5 whistles <u>outside</u> will indicate the start of the invacuation.
Inside procedure:	Outside procedure:
<ul style="list-style-type: none">• Make way to playground to support the safe return of children to their classrooms	<ul style="list-style-type: none">• Continue the 5 long blasts of the whistle until all children have returned inside
<ul style="list-style-type: none">• Sweep any areas, including toilets to alert children to return to their classrooms	<ul style="list-style-type: none">• Guide the children in to the nearest fire door-hold doors open
<ul style="list-style-type: none">• Hold doors open	<ul style="list-style-type: none">• Last person in to lock the doors

Appendix 3

West Yorkshire Schools Security Forum



Useful Contacts / Guidance / Websites

Local Contacts

Emergency Services – critical incident	999
Emergency Planning	01484 221000 (ask for Emergency Planning) 07773 344999 (Out of Hours Number)
Health and Safety	01484 226457
Fire Safety	01484 221000 (ask for Fire Safety)
Off Site Visits	01484 221000 (as for Ian Kirby)
Asset Management	01484 225248
Building Services	01484 414800
Media & Communications	01484 221000 (ask for Michael Yarwood)
Educational Psychology	01484 221000 (ask for Education Psychology)
Legal Services	01484 221000 (ask for Legal Services)
Risk and Insurance	01484 221000 (ask for Insurance)
Employee Health Care	01484 221000 (ask for Employee Health Care)

Regional / National Contacts:

West Yorkshire Fire Service	www.westyorkshirefire.gov.uk
West Yorkshire Police	Dial 101 for any non-emergencies www.westyorkshire.police.uk
Health and Safety Executive (HSE)	<p>www.hse.gov.uk</p> <p>The type of circumstances where HSE may need to respond out of hours are:</p> <ul style="list-style-type: none"> • following a work-related death • following a serious incident where there have been multiple casualties • following an incident which has caused major disruption such as evacuation of people, closure of roads, large numbers of people going to hospital etc <p>If your incident fits these descriptions ring the duty officer on 0151 922 9235</p>
Environment Agency	<p>Environment incident hotline</p> <p>Telephone (24 hour service) 0800 80 70 60</p>
Public Health England (West Yorkshire)	Phone: 0113 386 0300
RSPCA	www.rspca.org.uk

WEST YORKSHIRE SCHOOLS SECURITY FORUM (WYSSF)

Critical Incident Planning Scenario 1: Animals in the grounds

BACKGROUND INFORMATION

You arrive at school to discover that overnight several cows from the local farm have strayed onto the school grounds and are on the playgrounds and blocking a number of the entrance gates. Pupils will start to arrive on site in about 10 minutes.

ADDITIONAL INFORMATION TO CONSIDER

The cows are starting to stray onto the road outside school too.

TASK – FORMULATE AN ACTION PLAN.

What are you going to do and what action will you take?

Who do you need to contact and what will you say?

Should you inform or contact the LA?

WEST YORKSHIRE SCHOOLS SECURITY FORUM (WYSSF)

Critical Incident Planning Scenario 1: Animals in the grounds

Stage 1 - Initiation	As soon as the emergency has been identified, activate the relevant part of your establishment's Emergency Management Plan. In the case of animals in the grounds this would initiate an evacuation plan.
Stage 2 - Critical Decision Stages	<ul style="list-style-type: none"> • Nominate a person in charge. • Nominate a person to ring the Police / 999. • Identify a possible safe route into school and nominate staff to man locations to prevent pupils and adults accessing other entrances.
Stage 3 - Ongoing situation	<ul style="list-style-type: none"> • Instruct pupils they must not use their mobile phones during the incident. • Instruct staff they must not use their mobile phones unless they are required for essential internal communication. Lock gates to contain cattle, if this is possible. • Man any road or points where cattle have strayed, if safe to do so, avoid cars accessing this by use of cones /visible barriers. • Contact the RSPCA to seek further assistance. • Identify potential alternative site pupils can be taken to until the emergency is over and nominate a person to contact them to explain the situation. • Assess other likely arrivals to the site and how to avoid them coming to the site. • Contact the LA crisis line for support including dealing with media management and transport matters. • Notify parents (text messages etc) of arrangements on / off site. • Sound the all clear when the situation has been resolved.
Stage 4 - Resolution / Aftermath	<ul style="list-style-type: none"> • Notify all parties of resolution and any specific instructions still in place (limits to access / internal site routes etc). • Arrange clean-up of school grounds and repair of any damage. • Cordon off areas if this is not immediately possible and advise staff of areas to keep pupils away from. • Liaise with your LA media support re: press releases / media management. • Record the incident and seek feedback from staff and other parties involved in order to assess whether or not the Emergency Plan requires amendment / improvement. • See any further advice as required from specialists (LA, Emergency Services etc). • Update the school's Emergency Management Plan. • Inform staff / parents etc of any changes made including organising any staff training required.

WEST YORKSHIRE SCHOOLS SECURITY FORUM (WYSSF)

Critical Incident Planning Scenario 2: Noxious Fumes

BACKGROUND INFORMATION

You are outside the school during the morning teaching sessions when you start to notice a very strong smell and a cloud of smoke in the sky. The smell / smoke is catching the back of your throat. Pupils and staff are presently spread throughout the school grounds and inside the buildings, with one group on your remote playing field across the road.

ADDITIONAL INFORMATION TO CONSIDER

You are contacted by a nearby school who tell you that there is a huge fire next to their school and they need to evacuate to their nearest large centre which is your school.

TASK – FORMULATE AN ACTION PLAN.

What are you going to do and what action will you take?

Who do you need to contact and what will you say?

Should you inform or contact the LA?

WEST YORKSHIRE SCHOOLS SECURITY FORUM (WYSSF)

Critical Incident Planning Scenario 2: Noxious Fumes

Stage 1 – Initiation	<p>As soon as the emergency has been identified, activate the relevant part of your establishment’s Emergency Management Plan. In the case of noxious fumes, this would initiate an invacuation plan.</p>
Stage 2 – Critical Decision Stages	<ul style="list-style-type: none"> Nominate a person in charge. Nominate a person to ring the Emergency Services / 999. Initiate the signal for invacuation into the building and advise staff to close all windows.
Stage 3 – Ongoing situation	<ul style="list-style-type: none"> Identify the location of the fumes, if safe to do so, otherwise await advice from emergency responders. Instruct pupils they must not use their mobile phones during the incident. Instruct staff they must not use their mobile phones unless they are required for essential internal communication. Staff to carry out head counts and inform the person in charge. Follow the instructions of emergency responders. Check on staff and pupils for signs of illness and continue to monitor all parties on site. Assess other likely arrivals to the site and how to avoid them coming to the site. Contact the LA crisis line for support including dealing with media management and transport matters. Notify parents (text messages etc) that pupils are safe and you are following advice from emergency services. Consider whether early pick up arrangements for pupils will be required and how this is to be managed. Sound the all clear when the situation has been resolved.
Stage 4 – Resolution / Aftermath	<ul style="list-style-type: none"> Notify all parties of resolution and any specific instructions still in place (limits to access / internal site routes etc). Liaise with your LA media support re: press releases / media management. Record the incident and seek feedback from staff and other parties involved in order to assess whether or not the Emergency Plan requires amendment / improvement. See any further advice as required from specialists (LA, Emergency Services etc). Update the school’s Emergency Management Plan. Inform staff / parents etc of any changes made including organising any staff training required.

WEST YORKSHIRE SCHOOLS SECURITY FORUM (WYSSF)

Critical Incident Planning Scenario 3: Road Traffic Accident

BACKGROUND INFORMATION

Your school is next to a busy main road that is easily visible from the playground. It is afternoon break time and there have been several loud bangs and screeching noises from the road and some of the children are now screaming about a crash, and bodies everywhere. You investigate and discover several cars and a bus have been involved in a serious crash and the road both ways is blocked.

ADDITIONAL INFORMATION TO CONSIDER

Main bus routes for public buses and minibuses for the school are all blocked.

TASK – FORMULATE AN ACTION PLAN.

What are you going to do and what action will you take?

Who do you need to contact and what will you say?

Should you inform or contact the LA?

WEST YORKSHIRE SCHOOLS SECURITY FORUM (WYSSF)

Critical Incident Planning Scenario 3: Road Traffic Accident

Stage 1 – Initiation	<p>As soon as the emergency has been identified, activate the relevant part of your establishment's Emergency Management Plan.</p> <p>In the case of a critical incident immediately outside school, this would initiate an invacuation plan.</p>
Stage 2 – Critical Decision Stages	<ul style="list-style-type: none"> Nominate a person in charge. Nominate a person to ring the Emergency Services / 999. Initiate the signal for invacuation into the building.
Stage 3 – Ongoing situation	<ul style="list-style-type: none"> Instruct pupils they must not use their mobile phones during the incident. Instruct staff they must not use their mobile phones unless they are required for essential internal communication. Staff to carry out head counts and inform the person in charge. Follow the instructions of emergency responders and maintain liaison with them in case they need to use any school facilities. Assess other likely arrivals to the site and how to avoid them coming to the site if the road outside / entrance is blocked. Contact the LA crisis line for support including dealing with media management and transport matters. Notify parents (text messages etc) that pupils are safe and advise them they will not be able to access the site and to go to a nominated alternative site(s) for collection of pupils. Use egress points off site away from the incident to escort pupils to collection point(s). Advise all staff of arrangements for pupils to be escorted off site where they are to be collected and supervision arrangements on site for those that cannot be collected.
Stage 4 – Resolution / Aftermath	<ul style="list-style-type: none"> Notify all parties of resolution and any specific instructions still in place. Liaise with your LA media support re: press releases / media management. Speak to Ed Psych Dept. to work with any pupils who might be affected and HELP Assist for staff support. Record the incident and seek feedback from staff and other parties involved in order to assess whether or not the Emergency Plan requires amendment / improvement. See any further advice as required from specialists (LA, Emergency Services etc). Update the school's Emergency Management Plan. Inform staff / parents etc of any changes made including organising any staff training required.

WEST YORKSHIRE SCHOOLS SECURITY FORUM (WYSSF)

Critical Incident Planning Scenario 4: Aggressive Parent

BACKGROUND INFORMATION

Last week, during a very sensitive child protection meeting, a male parent became very aggressive and threatened the Head and SENCo physically and verbally. He threatened to seriously hurt them and the Police had to be called and they escorted him from the premises. He has a history of violence towards adults.

This morning he was loudly abusive about the Head in the playground when dropping off his child. He has been seen hanging around the front gates and it is thought he is behind a message on the school phone telling the Head he knows where she lives.

You have a residential visit for 60 pupils returning to school today at the end of the school day.

ADDITIONAL INFORMATION TO CONSIDER

It is now 30 minutes to the end of the school day and he is in the school playground, possibly drunk and brandishing what appears to be a gun and shouting abusively for the Head.

TASK – FORMULATE AN ACTION PLAN.

What are you going to do and what action will you take?

Who do you need to contact and what will you say?

Should you inform or contact the LA?

WEST YORKSHIRE SCHOOLS SECURITY FORUM (WYSSF)

Critical Incident Planning Scenario 4: Aggressive Parent

Stage 1 – Initiation	<p>As soon as the emergency has been identified, activate the relevant part of your establishment's Emergency Management Plan.</p> <p>In the case of a potential violent intruder this would initiate an invacuation and full lockdown plan.</p>
Stage 2 - Critical Decision Stages	<ul style="list-style-type: none"> • Nominate a person in charge. • Nominate a person to ring the Emergency Services / 999. • Initiate the signal for invacuation and full lockdown into the building.
Stage 3 – Ongoing situation	<ul style="list-style-type: none"> • If possible lockdown in identified safe areas without windows and with lockable doors. • If not possible lockdown where staff and pupils are. • Staff to barricade doors, pupils and staff away from windows, on floor behind solid objects and hidden around class, mobile phones to silent, turn off lights, close curtains / blinds if possible. • Instruct pupils they must not use their mobile phones during the incident. • Instruct staff they must not use their mobile phones unless they are required for essential internal communication. • Staff to carry out head counts and inform the person in charge. • Follow the instructions of emergency responders and maintain liaison with them. • Assess other likely arrivals to the site and how to avoid them coming to the site. • Contact the visit leader and advise them of the situation – ask them to tell the driver to wait in a safe / appropriate area / local supermarket/ car park / nearby school. • Contact the LA crisis line for support including dealing with media management and transport matters. • Notify parents (text messages etc) that pupils are safe and advise them they will not be able to access the site and not to come on site. • Notify parents of pupils on visit to go to a nominated alternative site(s) for collection of pupils. • When safe to do so sound all clear and carry out full head count before releasing staff and pupils.
Stage 4 – Resolution / Aftermath	<ul style="list-style-type: none"> • Notify all parties of resolution and any specific instructions still in place. • Liaise with your LA media support re: press releases / media management. • Speak to Ed Psych Dept. to work with any pupils who might be affected and HELP Assist for staff support. • Record the incident and seek feedback from staff and other parties involved in order to assess whether or not the Emergency Plan requires amendment / improvement. • See any further advice as required from specialists (LA, Emergency Services etc). • Update the school's Emergency Management Plan. • Inform staff / parents etc of any changes made including organising any staff training required.

WEST YORKSHIRE SCHOOLS SECURITY FORUM (WYSSF)

Critical Incident Planning Scenario 5: Violent Pupils in School

BACKGROUND INFORMATION

You hear a lot of shouting and screaming and suddenly a pupil runs up to you to tell you that some kids have baseball bats and are trying to beat some of the teachers and pupils up. It is lunchtime and you have are in the middle of exam season with the next exam session due to start.

ADDITIONAL INFORMATION TO CONSIDER

Pupils tell you the kids are wearing the school uniform.

TASK – FORMULATE AN ACTION PLAN.

What are you going to do and what action will you take?

Who do you need to contact and what will you say?

Should you inform or contact the LA?

WEST YORKSHIRE SCHOOLS SECURITY FORUM (WYSSF)

Critical Incident Planning Scenario 5: Violent Pupils in School

Stage 1 – Initiation	As soon as the emergency has been identified, activate the relevant part of your establishment's Emergency Management Plan. In the case of a potential violent intruder this would initiate an invacuation and full lockdown plan.
Stage 2 - Critical Decision Stages	<ul style="list-style-type: none"> • Nominate a person in charge. • Nominate a person to ring the Emergency Services / 999. • Initiate the signal for invacuation and full lockdown into the building. • Try to establish who the pupils are and where they are. • If possible pass details onto Police.
Stage 3 – Ongoing situation	<ul style="list-style-type: none"> • If possible lockdown in identified safe areas without windows and with lockable doors. • If not possible lockdown where staff and pupils are. • Staff to barricade doors, pupils and staff away from windows, on floor and hidden around class, mobile phones to silent, turn off lights, close curtains / blinds if possible. • Instruct pupils they must not use their mobile phones during the incident. • Instruct staff they must not use their mobile phones unless they are required for essential internal communication. • Staff to carry out head counts and inform the person in charge and provide any information as to whom perpetrators are. • Follow the instructions of emergency responders and maintain liaison with them. • Assess other likely arrivals to the site and how to avoid them coming to the site. • Contact the LA crisis line for support including dealing with media management and transport matters. • Notify parents (text messages etc) that pupils are safe and advise them they will not be able to access the site and not to come on site. • When safe to do so sound all clear and carry out full head count before releasing staff and pupils. • If required carry out screening and searching of pupils following DfE guidance.
Stage 4 – Resolution / Aftermath	<ul style="list-style-type: none"> • Make alternative arrangements for students to re-take any disrupted exams. • Notify all parties of resolution and any specific instructions still in place. • Liaise with your LA media support re: press releases / media management. • Speak to Ed Psych Dept. to work with any pupils who might be affected and LA support for staff support. • Record the incident and seek feedback from staff and other parties involved in order to assess whether or not the Emergency Plan requires amendment / improvement. • See any further advice as required from specialists (LA, Emergency Services etc). • Update the school's Emergency Management Plan. • Inform staff / parents etc of any changes made including organising any staff training required.

WEST YORKSHIRE SCHOOLS SECURITY FORUM (WYSSF)

Critical Incident Planning Scenario 6: Bomb Threat

BACKGROUND INFORMATION

The front office staff inform you that there is a message on the phone saying a bomb has been planted in the building and it will go off this morning. It does not say where or what time. The voice appears young and male. Your school is near a main road and surrounded by housing where several of your parents live.

ADDITIONAL INFORMATION TO CONSIDER

Your normal muster point is close to the school building.

TASK – FORMULATE AN ACTION PLAN.

What are you going to do and what action will you take?

Who do you need to contact and what will you say?

Should you inform or contact the LA?

WEST YORKSHIRE SCHOOLS SECURITY FORUM (WYSSF)

Critical Incident Planning Scenario 6: Bomb Threat

Stage 1 – Initiation	<p>As soon as the emergency has been identified, activate the relevant part of your establishment's Emergency Management Plan.</p> <p>In the case of bomb threat, this would initiate an evacuation plan.</p>
Stage 2 – Critical Decision Stages	<ul style="list-style-type: none"> • Person receiving the call to advise other staff of the incident (consider viable methods) and use the form to note information to be provided to the police. • Nominate a person in charge. • Nominate a person to ring the Police / 999. • Initiate the specific signal agreed for evacuation in the event of a bomb threat and initiate lock down of the site entry points. • NB. DO NOT USE THE FIRE ALARM AS A SIGNAL AND CONSIDER THAT THE BOMB COULD BE ACTIVATED BY NOISE.
Stage 3 – Ongoing situation	<ul style="list-style-type: none"> • Ensure evacuation routes will take occupants away from any area that the bomb may be located, if there is no information on location evacuate quickly and quietly by the nearest exit to the muster / assembly point. NB. External routes and the location of the assembly point may need to be a different from your fire assembly point. • Instruct pupils they must not use their mobile phones during the incident. Mobile phones to be switched off. • Instruct staff they must not use their mobile phones unless they are required for essential internal communication (via text). Mobiles phones to be set on silent. • Staff to carry out head counts and inform the person in charge. • Follow the instructions of Police units. • Assess other likely arrivals to the site and how to avoid them coming to the site. • Notify parents not to come onto the school grounds and any plans for pupils to be collected off site at a safe location. • Contact the LA crisis line for support. • Sound the all clear when advised to do so.
Stage 4 – Resolution / Aftermath	<ul style="list-style-type: none"> • Notify all parties of resolution. • Liaise with your LA media support re: press releases / media management. • Speak to Ed Psych Dept. to work with any pupils who might be affected and HELP Assist for staff support. • Record the incident and seek feedback from staff and other parties involved in order to assess whether or not the Emergency Plan requires amendment / improvement. • See any further advice as required from specialists (LA, Emergency Services etc). • Update the school's Emergency Management Plan. • Inform staff / parents etc of any changes made including organising any staff training required.