

SHELTER IN BUILDINGS PROCEDURE

Staff and Students

On hearing the lockdown signal:

- **Remain in your current room or go to the nearest available room.**
- **If outside, go to the nearest available building in a calm and orderly manner and enter the nearest available room.**
- **Secure the door with a wedge or inside lock as available.**
- **Pull down the blinds or darken the room as much as possible.**
- **Turn off lights.**
- **Hide under tables, behind screens or in as small a space as achievable.**
- **Stay as quiet and calm as possible.**
- **When safe to do so, establish communications.**
- **Await further instructions.**

Lockdown Manager, Key Staff

- **On receipt of critical information either from emergency services or staff, instigate the agreed lockdown signal.**
- **If safe to do so, proceed to the lockdown control room.**
- **Establish communications with your staff and classrooms.**
- **Establish communications with emergency services.**
- **When safe to do so, gather as much information as possible.**
- **Use this information to either continue with the lockdown or de-escalate.**
- **Keep your communications with the emergency services open.**
- **Attempt to remain calm, and follow the same procedures as your staff and students.**

It should be noted that any emergency situation will be dynamic and fast moving, requiring the need for Dynamic Risk Assessments based upon the situation on the ground at the time. These DRAs will lead you to your decision making as a situation develops.

Shelter in Buildings Procedure

INTRODUCTION

This procedure should be applied in the case of an emergency requiring all students and staff to be kept inside the building. These procedures can also be referred to as Lockdown Procedures. They should be applied in any of the following cases:

- A potentially dangerous intruder or an aggressive person is seen on the school grounds
- A dangerous dog or other animal is loose in the grounds
- The police have informed us we should use our lockdown procedure
- For the control of major accident hazards (COMAH) such as a nearby industrial chemical spill or a large fire
- Where another life-threatening situation develops

Additional guidance for an active terrorist incident is included in this document and should be used when making your site-specific plan.

The 'STAY SAFE' principles: **RUN HIDE TELL** should also be considered/ incorporated in your planning.

It should be noted that any emergency situation will be dynamic and fast moving, requiring the need for Dynamic Risk Assessments (DRA) based upon the situation on the ground at the time. These DRAs will lead you to your decision making as a situation develops.

It is not possible to prescribe a generic Shelter in Buildings plan as there are a number of variables that will dictate exactly how an individual school/site responds to those situations identified.

However preparing for such situations, identifying key roles, establishing that good communication systems are in place, applying the latest Government guidance, practicing your procedures and then reviewing these arrangements should assist during such an emergency.

Regular staff briefings, discussions around this subject and familiarisation of the current Government guidance is recommended.

This procedure should be reviewed on a regular basis and following any changes to government guidance.

It is vitally important that in the event of this procedure being activated, lines of communication are opened as soon as possible with the emergency services. This will greatly assist the handling of the event, any communications with parents/carers and any additional support to be arranged should the incident be protracted or develop further.

All staff are reminded that their own personal safety is paramount during any such event.

FURTHER GUIDANCE

When completing your site specific procedure and plan, you should use the following guidance documents and links within these guidance notes.

www.gov.uk/government/latest?departments%5B%5D=national-counter-terrorism-security-office

These will take you to the latest guidance.

www.gov.uk/government/uploads/system/uploads/attachment_data/file/478003/NaC_TSO_Guidance_Note_1_-_2015_-_Dynamic_Lockdown_v1_0.pdf

www.gov.uk/government/publications/developing-dynamic-lockdown-procedures

www.gov.uk/government/news/act-for-youth-run-hide-tell

www.gov.uk/government/collections/guidance-for-educational-professionals

www.gov.uk/government/publications/stay-safe-film

All OHC&AT sites and provisions should complete the Risk Assessment Checklist (Appendix 1) before completing their Shelter in Buildings Procedure. The commentary provided gives guidance on completing the form.

SHELTER IN BUILDINGS PROCEDURE (MODEL TEMPLATE)

Insert Name of Site

Sites need to identify a member of staff who is nominated as Lockdown Manager (plus deputies in their absence). This person will initiate, manage and conclude the lockdown. They will also communicate with emergency services. Their roles and responsibilities should be documented in consultation with staff, as part of this procedure.

Insert Names of Lockdown Manager, Deputies, and other members of key staff.

e.g. Lockdown Manager (Principal/Vice Principal), Deputy Lockdown Manager (Deputy or member of SLT), Site Manager/Supervisor, Administration Lead (School Business Manager)

Title	Name	Role
<i>Example:</i>		
<i>Lockdown Manager</i>	<i>Mr Smith</i>	<i>Instigate procedures, take responsibility for the event, monitor, record and conclude</i>

LOCK DOWN SIGNAL

All OHC&AT settings must identify a signal which is different from the normal Fire Alarm (see NaCTSO 1/2015). It may be that some sites have a fire alarm system or school bell which can be utilised for this. A coded word via the school tannoy or phone system could be adopted. The agreed signal must then be conveyed to all staff and incorporated into any practices.

It is highly likely that the signal will only be able to be sounded from the main office, so it is vital that any procedure for sounding this signal to the site needs to be agreed, together with an agreed procedure for calling the emergency services.

Insert Lockdown Signal

ON HEARING THE AGREED LOCKDOWN SIGNAL, THE FOLLOWING PROCEDURES NEED TO BE FOLLOWED

Classroom staff:

- If you are outside with your class, return to the building via the nearest door, locking it behind the last person if you can see no other students, pupils or staff in the area behind you.
- Return to your classroom or nearest room, in an orderly manner, locking all outside doors (unless you can see students, pupils or staff coming towards the building).
- Close all the windows and blinds, leaving the door blind until last, and turn off all lights.
- A member of staff from your team should check that the nearest corridor doors are locked, not forgetting any specialist teaching and staff rooms.
- In each case, when locking a door, do not lock out any staff, students or pupils you can see in the area coming towards you but remain by the door to lock it once everyone is in.
- Seat the pupils and students away from the windows under the tables.
- If it is safe to do so, access your mobile (set to silent).
- Log in to your college/school email account and check frequently for updates.
- In the first instance, turn off any fans or air conditioning units – this will give additional protection should it be a chemical leak or major fire in the vicinity of the site.
- Attempt to remain as calm and quiet as possible

Office staff/corridor staff:

- Lock the front door from the control inside the office. One member of staff should lock any adjoining specialist teaching rooms and the staff room door.
- Lower the hatch and blinds.
- Bring the telephone to the floor.
- Remain out of sight under the tables.
- Call 999.
- If it is safe to do so, access your mobile (set to silent).

- Log in to your college/school email account and check frequently for updates.
- In the first instance, turn off any fans or air conditioning units – this will give additional protection should it be a chemical leak or major fire in the vicinity of the site.

Satellite buildings:

- Follow the procedures for classroom/office staff, remaining in any satellite buildings.
- Do not attempt to come to the main building.
- Lock all doors.
- Close all blinds.
- If it is safe to do so, access your mobile phone (set to silent).
- Log in to your college/school email account and check frequently for updates.
- In the first instance, turn off any fans or air conditioning units – this will give additional protection should it be a chemical leak or major fire in the vicinity of the site

External activities procedure (e.g. lunchtime, playtime, sports, forest school):

- Staff should direct students/pupils to the door leading back into the school.
- A member of staff should remain by each of these doors until all students/pupils and staff are off the playground/outdoor area, after which they should lock it and return to their classroom to ensure all procedures are followed.

APPOPRIATE PLACE TO CONTROL THE INCIDENT

Sites should identify a room for the Lockdown Manager to control the incident. This room would benefit from an effective communications systems, phones, PC, and access to any alarm systems.

Insert location/s

COMMUNICATIONS

All sites need to identify and establish a robust, easy to use and discreet communication system, internal email, internal phone system, mobile phone, text messages or hand held radios.

This needs to be agreed, included within this procedure and communicated to all staff.

It needs to be remembered that in the first instance this comms system needs to be silent between staff and classrooms, should the emergency situation involve intruder/s or an aggressive terrorist incident. Once established otherwise depending upon the situation and following a Dynamic Risk Assessment a different comms system can be used.

Insert agreed Communication System/s in place

DEVELOPING SITUATION

It should be noted that any emergency situation will be dynamic and fast moving, requiring the need for Dynamic Risk Assessments based upon the situation on the ground at the time. These DRAs will lead you to your decision making as a situation develops.

Communication between the site needs to be established with the Police, as soon as practicably possible.

Once individuals are safely sheltered within the building, all staff should remain in place until they receive further information from the Lockdown Manager, the Police or other emergency services.

Should the fire alarm sound whilst the Shelter in Buildings procedure is underway, all staff will need to conduct a DRA in their own area to the initial threat to life to assess the safety of their evacuation and take action accordingly. In group situations, the most senior member of staff present is required to conduct the DRA with those present. The Lockdown manager should be contacted whenever possible to decide on the most appropriate action.

ALL CLEAR

The Lockdown Manager will ascertain when the situation is safe and will instruct the all clear signal.

Identify all clear signal and insert here

Insert a map of the Academy/College Centre, clearly identifying points of access and egress.

APPENDIX 1: RISK ASSESSMENT CHECKLIST

SITE SECURITY & SAFEGUARDING RISK ASSESSMENT CHECKLIST

Consider these questions when assessing whether and how security might be improved with your site. This list is not intended to be exhaustive, but should be helpful in guiding thinking.

Question	Y	N	Commentary
Does the site's perimeter provide a reasonable barrier making access or egress from the site possible only by a determined individual?			<i>A 1.8 m fence may be a significant deterrent, but may not be 100% effective and could be very expensive. Spiked railings present unacceptable risks. Lower fences (1.2 to 1.4 m) heights can be perfectly adequate and can be supplemented by hedging plants and other means of increasing impenetrability of the perimeter.</i>
If the site's perimeter is difficult to secure economically, could an inner perimeter be effective and afforded?			<i>Providing smaller and additional more secure areas within the school site, not relying on the schools main perimeter can be a very sensible use of resources, providing control and confidence without the expense of long runs of high fencing.</i>
Are fences of a design that reduces the ease with which they could be climbed or clambered over?			<i>Support rails for fences should be on the side of the fence for optimal risk reduction. On low fences where the main objective should be to prevent children from escaping, the support rail should be on the outside. For higher fences which would not probably be climbed by younger children, the support rails might better be placed on the inside to prevent unwanted entry by intruders. Do not use fences that can be easily scaled because they consist mostly of horizontal rails.</i>
Do gates and other 'openings' in the site perimeter hinder students from unauthorised egress from the site?			<i>Gates can be fitted with latches, bolts and other devices to slow a person's escape. Latches can be placed at high level, out of reach of young children, or on both sides of a gate to make access more difficult.</i>
Can the gates that separate the site from the public area beyond be seen from an office that is normally permanently staffed during working hours (e.g., the school office)?			<i>If the point at which a child might attempt to exit the school site without authorisation can be overlooked, it reduces the risk of a child absconding without the school being able to respond in an appropriate and timely fashion.</i>
Do fire exits and other external doors from the building open directly onto spaces (such as the car park)			<i>Ensure all doors are secure.</i>

which communicate directly with public areas?		
Is access to buildings actively controlled, so that visitors must have explicit permission to venture past the reception area?		<i>Fire exits, external classroom doors, entrances to satellite buildings should be reasonably secure, or within parts of the school site to which visitors and the public would not normally gain access without permission.</i>
Does the use of any door that cannot be easily seen, but that which may provide access to public areas of the site and beyond, trigger any kind of visual or audible alarm in the building?		<i>Alarms can be useful for alerting staff to a potential absconder, or intruder.</i>
Do reception areas provide an adequate barrier in terms of access to staff and teaching areas?		<i>It should not be possible for a reasonably well behaved visitor to bypass the reception, or to easily force their way through reception. It is not necessary to ensure it is physically impossible, however, bear in mind the need for 'lockdown', covered elsewhere in this guidance.</i>
Are staff properly briefed and appropriately trained to manage conflict, aggressive parents etc.?		<i>Staff must be able to react to situations without increasing the risk of a significant incident. They must be confident with the emergency arrangements and lockdown procedures, including the means for reliably summoning assistance either from colleagues within the school or from external sources.</i>
Do the provision's arrangements adequately provide for staff, visitors or students, particularly those with additional needs, to minimise the risk of frustration turning into dissatisfaction and conflict?		<i>School managers and staff are advised to discuss this matter to ensure concerns are identified and appropriately addressed.</i>
Are there areas within your site which cannot be effectively locked down?		<i>Identify these areas, and include them in your planning. Consider the safest place to move students and staff when a lockdown is in place. Consider improving the security of these areas.</i>

