TRANSFORM TRUST
'Together we Achieve'

King Edward Primary School & Nursery

Lock Down Policy

September 2026

Introduction

Lockdown procedures enable a school to close down and protect itself and those within it from an identified and urgent risk very quickly, such as the following:

- An intruder on the school's site or nearby
- A local incident, such as a civil disturbance or risk of air pollution
- A fire adjacent to the school
- A dangerous dog or another animal which is nearby
- A firearms or weapons attack

- Emma Estell is the school's 'lockdown manager' and Michael Vere in her absence. Heather Moorehouse will be the lockdown manager if none of these staff are available.

- All staff will be alerted to the activation of a lockdown when the 'Bodet' electronic sounders repeatedly play 'Lockdown'.

- If this occurs at lunchtime or whilst any children are outside, staff will return to classes to activate procedures.

<u>Lockdown Procedure</u>

- Bring pupils from outside the school into the school as quickly as possible

- Those inside the school should remain in their classrooms

Secure the immediate environment and other vulnerable areas:

- Lock any entrance points (e.g. doors, windows)

- Draw blinds, cover internal door windows and switch off classroom equipment – keep laptop on for register (where possible)

- Barricade entrances (e.g. move furniture to obstruct doorways)

- Switch all mobile phones to 'silent,' so as not to give positions away

- Staff take registers and alert office via email if any children not accounted for (where possible)

- Staff should keep the pupils occupied and calm

- Emergency services will be contacted as quickly as possible by the lockdown manager

- Once a lockdown is underway, staff may continually risk assess the cause of the lockdown (with support from the emergency services); the movement of pupils should only be undertaken with the approval of the emergency services

- The Local Authority and Transform Trust will be notified at the earliest opportunity

- A lockdown will remain in place until it has been lifted by a member of the school's leadership team or by the emergency services. The signal for this will be when the 'Bodet' electronic sounders stop followed by someone from the Leadership Team or emergency services telling you all clear.

- Lockdown procedures will be regularly supported with staff training refreshers

Dispersal

There may be a time where everyone must disperse and leave the building. If dispersal is needed the signal will be the repeated word 'Dispersal to HOPS' via the electronic 'Bodet' system. class phone from the office/ HTS and the words 'Dispersal to the MUGA' will be used.

Classes will disperse to HOPS on hearing the dispersal signal.

Instruct pupils to: ▪ Leave the school site via the safest route(s) ▪ Move calmly and quietly, leaving bags / personal belongings behind ▪ Assist others in dispersing if safe to do so ▪ Contact the police as soon as they are safely away from danger ▪ Avoid congregating at an evacuation assembly point ▪ Avoid congregating in large numbers.
If forced to escape from an upper-floor window, people should lower themselves from the window sill before dropping to the ground, thereby reducing the height of the fall by their body length.
Ensure all corridors, breakout spaces and external areas are cleared.

Office

- Phone High Oakham Primary School and ask them to contact emergency services, NCC on 07740 845631 (This is the 24/7 duty emergency number for NCC schools who will be able support) and Steve Cox from Transform Trust on 07799 347045. Obviously, always 999 first if you, or anyone else, is in danger.
- Send a Text on Arbor informing parents – SEE APPENDIX 1

Parents

Parents will know the school has a lockdown procedure and be given enough information, so they are reassured the school understands their concerns for their children's welfare and is doing everything possible to ensure their children's safety. Parents will be informed **not** to contact the school. Contacting the school will block the school's telephone lines when they are needed to communicate with the outside world. Pupils should **not** be released to parents during a lockdown.

Finally, parents should wait for the school to contact them about when it is safe to collect their children and where this will be from; parents will be made aware of what will happen if the lockdown continues beyond school hours.

Staff

It is critical that all staff are familiar with the school's lockdown procedures and a lockdown drill is practised at agreed intervals.

Communication

The school's lockdown procedure will be published and made available on the school's website. Lockdown drill information may also be displayed in each classroom alongside the school's fire evacuation procedures.

Support for staff and pupils

In the event of a prolonged or particularly challenging lockdown, emergency services, local authorities, Transform Trust and voluntary sector organisations will typically work together to coordinate practical and emotional support for those affected by the lockdown events.

A reception centre for friends and family may also be set up away from the affected area.

APPENDIX 1 – TEMPLATE FOR ARBOR COMS

URGENT INFORMATION FOR PARENTS AND CARERS

We are informing you that **THE SCHOOL IS CURRENTLY ON LOCKDOWN.** This means there is currently no access in or out of the building.

We understand the concerns that this may cause but want you reassure you that we are doing everything to ensure your child's safety.

PLEASE DO NOT CONTACT THE SCHOOL – This will block the telephone lines which are needed at this time.

Pupils will not be released to parents during a lockdown. You should wait for us to contact you about when it is safe to collect your child and where this should be from.

If the Lockdown continues after school hours another message will be sent and you will be made aware of the next steps.

Again, please be reassured that we are doing everything to ensure your child's safety.

Appendix B – For Lockdown Manager Initial Response

Ref	Lockdown - initial response	Tick / sign / time
L1	Try to assess the location and nature of the threat. Beware the possibility of multiple intruders. If appropriate, ask pupils to disperse if this will improve their safety (see section 11.3).	
L2	Ensure all pupils are inside the school building. Keep people out of public areas, such as corridors and foyers.	
L3	Secure the immediate environment and other vulnerable areas: ▪ Lock any entrance points (e.g. doors, windows) ▪ Barricade entrances (e.g. move furniture to obstruct doorways) ▪ Lock yourself and others in a suitable room.	
L4	Ensure there is an escape route (e.g. window or door) which could be used if necessary.	
L5	Ensure people take action to increase their protection from attack: ▪ Keep out-of-sight and remain quiet ▪ Silence any sources of noise (e.g. mobile phones) ▪ Turn off lights ▪ Draw curtains / blinds ▪ Avoid doorways and windows ▪ Sit on the floor, under tables or against a wall.	

Appendix C – For Lockdown Manager in event of Dispersal

Ref	Dispersal - initial response	Tick / sign / time
D1	Try to assess the location and nature of the threat. Beware the possibility of multiple intruders. If appropriate, ask pupils to lockdown if this will improve their safety (see section 11.2).	
D2	Instruct pupils to: ▪ Leave the school site via the safest route(s) ▪ Move calmly and quietly, leaving bags / personal belongings behind ▪ Assist others in dispersing if safe to do so ▪ Contact the police as soon as they are safely away from danger ▪ Avoid congregating at an evacuation assembly point ▪ Avoid congregating in large numbers.	
D3	If forced to escape from an upper-floor window, people should lower themselves from the window sill before dropping to the ground, thereby reducing the height of the fall by their body length.	
D4	Ensure all corridors, breakout spaces and external areas are cleared.	

Appendix D - contacting the police

+ Dial 999. Do not assume others have contacted the police.

+ Inform the police of as much information as possible. Be accurate, clear and brief.

+ The safety of staff, pupils and other members of the public remains the priority for the police.

+ It may be useful to provide the police with a basic overview of your school (e.g. address, number and age of pupils, layout of the premises).

+ Leave the telephone line open if possible.

Number of intruders:

.....

Current location of intruder:

.....

Is the intruder known to the caller?

.....

Is the intruder travelling in a particular direction?

.....

What has happened?

Are there any casualties / injuries?

Description of intruder (e.g. gender, age, height, clothes)

Is the intruder carrying a firearm? If so, how many firearms and of what type?

What other equipment is the intruder carrying?

Is the intruder communicating with others?

What actions have you taken (e.g. lockdown, dispersal)?

How many people are there in the vicinity? Where are they located?

Where are you now?

Where will you be moving to?

Appendix E Intruders - awaiting the police

Ref	Awaiting the police - initial response	Tick / sign / time
A1	Remain in close contact with the emergency services.	
A2	Check for missing / injured pupils, staff and visitors if safe to do so. Administer first-aid where possible.	
A3	Be aware that someone identifying themselves as a member of the emergency services may be the intruder. Remain cautious of simulated cries for help.	
A4	Avoid quick movements towards the emergency services or screaming / shouting. Keep your hands in clear view.	
A5	Be aware of the police response. In the event of an attack involving firearms or weapons, their priority is to protect and save lives. Remember that the police might: ▪ Not initially be able to distinguish you from the intruder ▪ Be armed and point firearms ▪ Shout, treat people firmly or push them to the ground ▪ Not stop to help the injured in order to pursue their target.	
A6	Follow the instructions of the emergency services.	

Appendix F - BOMB THREATS

+ If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible.

Time of call:

.....

Telephone number you were contacted on:

.....

Exact wording of the threat:

.....

.....

+ Stay calm. Being cautious, and without provoking the caller, try to ask the questions below.

Where is the bomb right now?

.....

What will cause it to explode?

.....

When will it explode?

.....

Did you place the bomb? If so, why?

.....

What does it look like?

.....

What is your name?

.....

What kind of bomb is it?

.....

What is your telephone number?

.....

What is your address?

.....

.....

+ Try dialling 1471. You may get information on where the phone call was made from.

Time the original call ended:

.....

Did dialling 1471 work?

.....

+ Contact the police (999) and headteacher / nominated emergency contact immediately.

+ Carry out further actions based on police advice.

What gender was the caller?

- ❑ Male
- ❑ Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

- ❑ Normal
- ❑ Loud
- ❑ Quiet
- ❑ Whispered
- ❑ Clear
- ❑ Disguised
- ❑ Well-spoken
- ❑ Poorly-spoken
- ❑ Deep
- ❑ High-pitched
- ❑ Hoarse
- ❑ Nasal
- ❑ Impediment
- ❑ Stutter
- ❑ Lisp
- ❑ Slurred
- ❑ Other

At what pace did the caller speak?

- ❑ Normal
- ❑ Quick
- ❑ Slow

What manner did the caller have?

- ❑ Normal
- ❑ Calm
- ❑ Excited
- ❑ Laughing
- ❑ Upset
- ❑ Angry
- ❑ Rational
- ❑ Irrational
- ❑ Irritated
- ❑ Muddled
- ❑ Other

Were there any distinguishable background noises?

.....

.....

Notes:

.....

Appendix G - SUSPICIOUS PACKAGES

Postal bombs or biological / chemical packages might display any of the following signs:

- Excessive wrapping
- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor hand writing, spelling or typing
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address.

The likelihood of a school receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

Ref'	Suspicious packages - initial response	Tick / sign / time
SP1	Remain calm. Put the letter / package down gently on a flat surface and note its exact location.	
SP2	Walk away from the package: ▪ Do not touch the package further ▪ Do not move the package to another location ▪ Do not put the package into anything (including water) ▪ Do not put anything on top of the package ▪ Do not switch any electric switches on or off ▪ Do not use mobile phones within 15 metres of the package ▪ Do not use two-way radios within 15 metres of the package ▪ Do not sound the fire alarm using 'break glass' call-points ▪ Do not lock doors.	
SP3	Evacuate the building, keeping people away from the package as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP4	Notify the police (999) and the headteacher / nominated emergency contact immediately.	

If anyone is exposed to a potentially hazardous substance carry out the actions below.

Ref'	Potentially hazardous substances - initial response	Tick / sign / time
SP5	Keep all persons exposed to the material separate from others (in the next available unoccupied room to the incident) but available for medical examination by the emergency services. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
SP6	Any person with powder on their clothes should remove their outer layer and leave these belongings in the original room. If possible, they should wash their hands and face as this is likely to remove approximately 90% of the contaminant.	
SP7	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire-doors) and windows have been closed.	
SP8	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should await the response of the emergency services. People should not self-present at medical establishments as this could spread contamination.	

Appendix H - LOG-KEEPING GUIDELINES

+ Notes should be clear, intelligible and accurate.
+ Use plain and concise language.
+ Include factual information.
+ Keeps records of any expenditure.
+ Do not remove any pages.
+ Do not use correction fluid.

	Thursday, 22/10/2015
7.40pm	Received call from the support to schools service (Mike Sharpe) at the
	County Council. Report of a fire at school (although it's unknown
	which parts of the building are affected). Police and fire service are
	on-scene. Mike offered to send someone to the school to assist with
	the response - I gave him my mobile number and he'll let me know who
	will attend. I'll contact Philip Healey (site manager) and we'll aim to
	arrive at school within half-an-hour.
7.50pm	Rang Philip. Number engaged.
7.55pm	Rang Philip. Told him about the situation and asked him to meet me
	at the school entrance as soon as possible. He'll be there for 8.15pm.
8.05pm	Received text message from Mike - another area officer from the
	support to schools service (Mary Kiely) will meet us at the entrance in
	about 15 / 20 minutes.
	Mobile number for Mary: ~~07802 388~~ 07802 338 202.

Notes should be recorded in chronological order.

If you make a mistake don't try to overwrite the original text - cross it out with a single line and start again.

8.25pm	Arrived at school, Philip and Mary already there. Spoke to fire
	officer - one classroom ablaze, adjacent ones likely to be severely
	affected by smoke damage. Unsure of the cause but arson can't be
	ruled out at the moment. We'll have to close the school tomorrow.
	Also need to arrange a site visit in the morning (provisional time 8am).
8.40pm	Informed Anna Hughes (deputy headteacher) about the incident.
	Asked her to notify parents / carers that the school will be closed
	tomorrow. She'll arrange for other staff and governors to be told and
	put a notice on the school website. I'll contact the radio stations.