

East Bierley CE (VC) Primary School

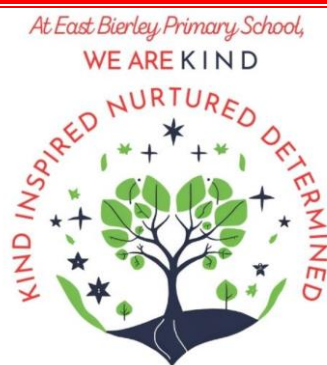
**East Bierley CE (VC) Primary School
Invacuation/Evacuation**

March 2025



Date reviewed: March 2025

Reviewed by: Victoria Meek Head Teacher
Approved by Governors:



Our vision:

To be a vibrant and inclusive Christian School where everybody is known, valued and inspired to reach their full potential. We nurture curiosity, creativity and a love of learning, equipping our pupils with knowledge, skills and character to flourish in an ever-changing world.

Friendship, Courage, Kindness, Respect, Forgiveness, Faith

East Bierley CE (VC) Primary School are committed to protecting the Security, Safety and Welfare of its pupils, staff and third parties working on or visiting the premises. To meet this commitment the school has a robust and tested procedure.

This policy is in place and 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.

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;

Evacuation: to empty/remove people from a building to a place of safety.

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 send a red card to the office to signal an invacuation and blow the whistle 5 x. Person receiving the red card 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.

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 are clear especially 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.

The fire marshals, sweep the same corridors and check doors including kitchen doors.

One nominated person to let SLT and office know 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 TEAMS 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.

Kitchen/cleaning staff should ensure kitchen windows are closed, and 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 TEAMS system. Children to be led to the classrooms, blinds drawn, door bolt activated and shutters closed.

Intruders on the school premises

The Headteacher 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 TEAMS) **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 and shutters activated. 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**' 1 continual bell lasting approx 10 seconds or a continual blow of the whistle. 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**
- **Close and lock shutters**
- **Put mobile phones on silent.**

Whistles

- Whistles should be worn on lanyards of all staff

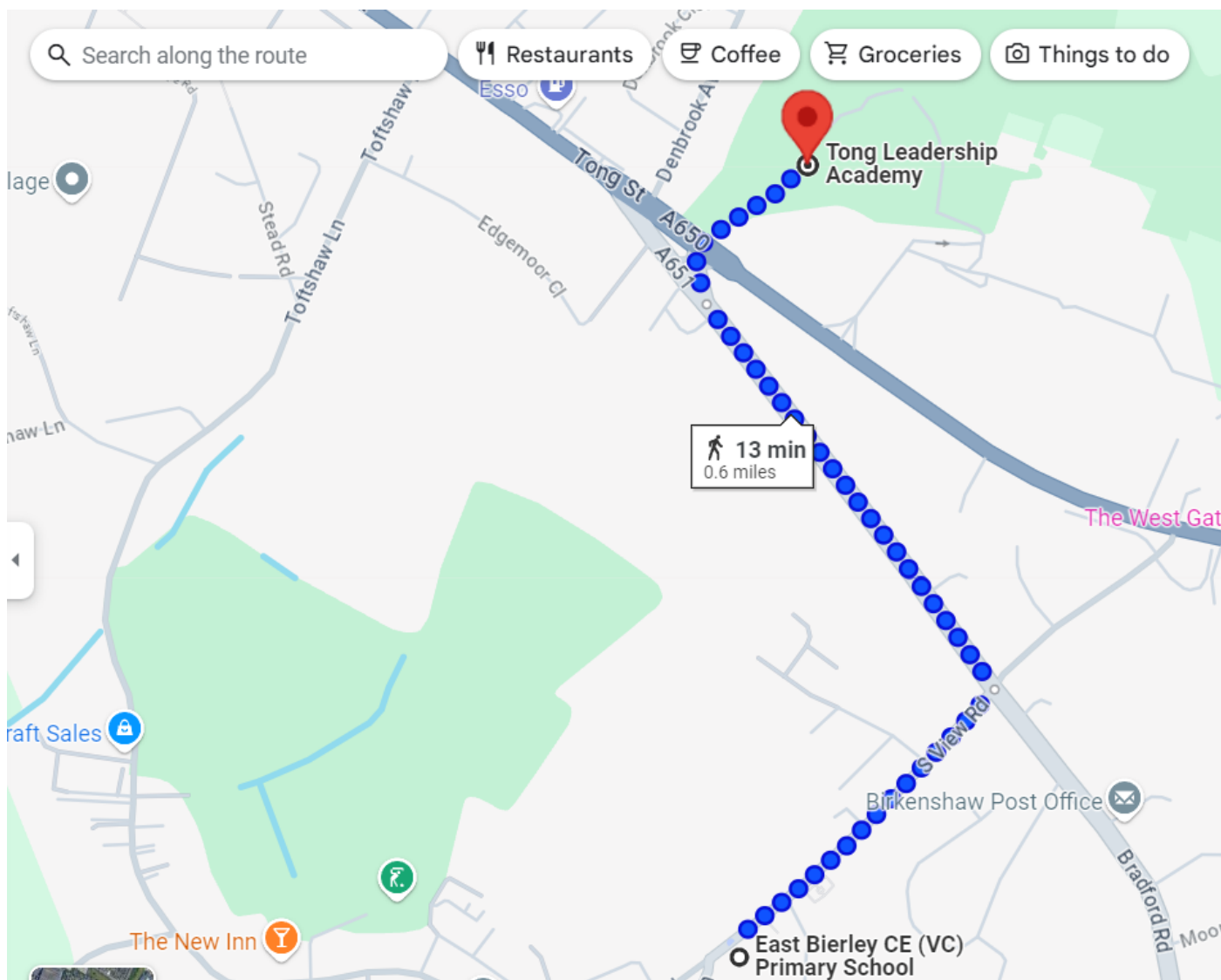
The positioning of lockdown whistles should be checked during termly safeguarding monitoring.

Evacuation

If the school is subject to a bomb threat or another situation within school which could potentially result in a danger to life, the school must evacuate. The nearest place of safety would be Tong High School.

A member of office staff would contact the emergency services, LA and Tong to inform them. Staff and pupils must then walk down following the route below.

SEND children must travel by car according to their personal evacuation plan.



Sharing lockdown procedures

Invacuation practice will take place at least once per term and the invacuation and lockdown procedure will be shared with all 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 email: Reassure the parents that the children are safe, outline briefly the incident i.e. following an incident on South Bank Road... and give them information about picking up children if necessary.

After a lockdown:

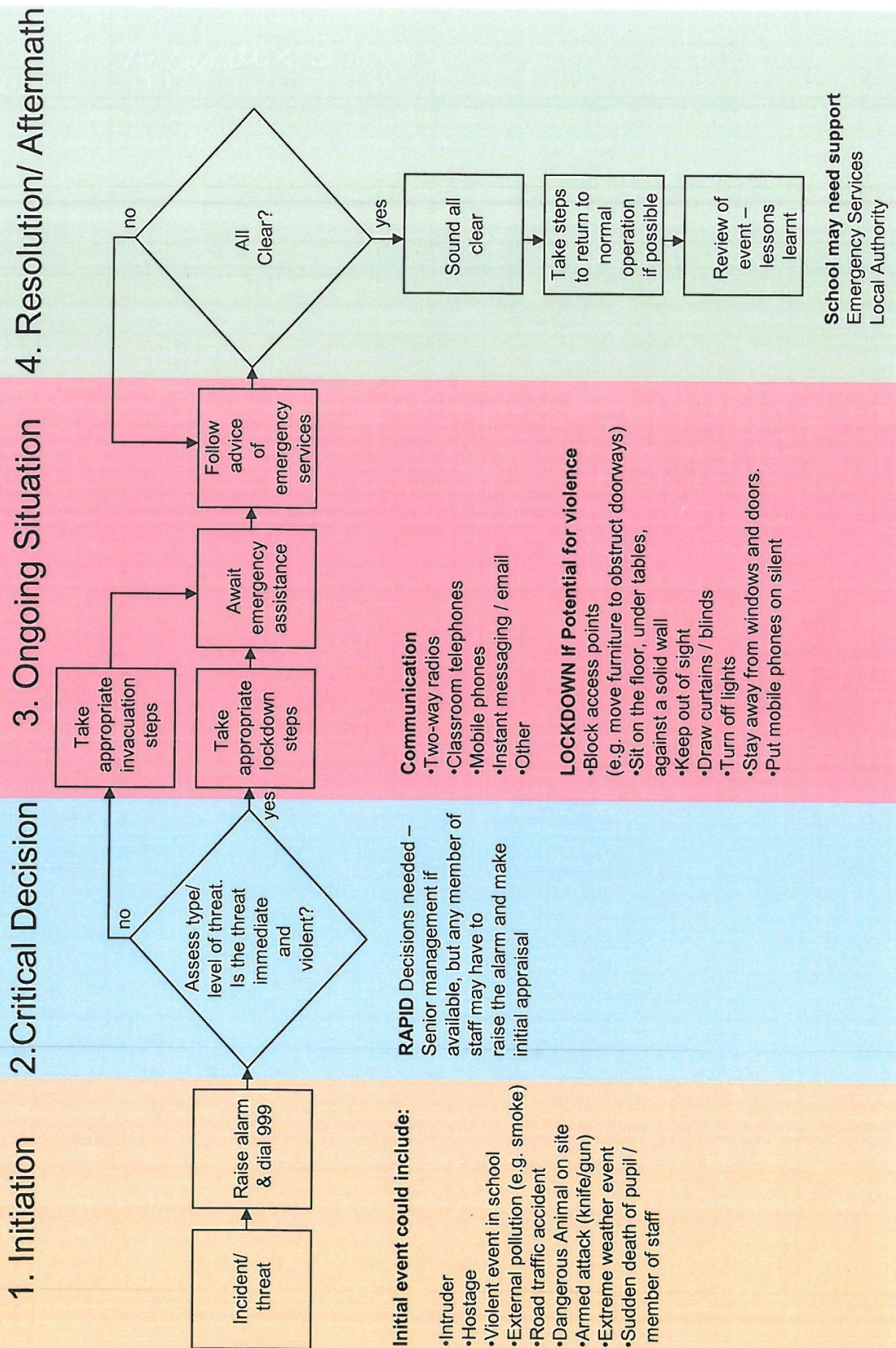
Make sure all children, staff and visitors are safe and calm. Reassure about the incident. Support as needed. Contact any appropriate agencies for support appendix 3

Scenarios:

See attached to policy guidance.

During an evacuation and full lockdown, parents will not be allowed to take their children until the threat is no longer an issue.

West Yorkshire Schools Security Forum – Invacuation Flowchart



**East Bierley CE (VC) 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 and Reception
Entrance points (e.g. door, windows)	Main entrance, Reception doors, Yr1, Yr2/3 door, Yr 4 door, Yr5 door Yr6 door, Hall door, Kitchen door
Communication arrangements – Following the initial invacuation staff to be informed of the nature of the threat as soon as possible	Email, verbal, TEAMS

Upon hearing the signal (, take the following action

GO IN Ensure all the pupils, staff are safely inside the building, office to check all children or present

Close/lock/secure entrance points to prevent the animal/pollutant/intruder/violent person etc. entering the building. Close off ventilation.

Dial 999

In the case of a potentially violent incident, you need to take action to increase protection from attack. FULL LOCKDOWN

- **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.

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.

Local Contacts

Emergency Services – critical incident	999
Emergency Planning	01484 221000 (07773 344999)
Health and Safety	01484 226457
Fire Safety	01484 221000 (07773 344999)
Off Site Visits	01484 221000 (07773 344999)
Asset Management	01484 225248
Building Services	01484 414800
Media & Communications	01484 221000 (07773 344999)
Educational Psychology	01484 221000 (07773 344999)
Legal Services	01484 221000 (07773 344999)
Risk and Insurance	01484 221000 (07773 344999)
Employee Health Care	01484 221000 (07773 344999)

Lockdown/invacuation/evacuation

Guidance for Parents

Lockdown/ invacuation/evacuation Policy:

East Bierley CE (VC) Primary School are committed to protecting the Security, Safety and Welfare of its pupils, staff and third parties working on or visiting the premises. To meet this commitment the school has a robust and tested procedure.

Lockdown and Invacuation

A lockdown or invacuation procedure would be used if the need ever arises when children are outside to get them inside for safety as soon as possible, or if the children are inside and need to remain in the classroom because of an internal danger. It may be that a danger is spotted by staff on duty, or instructions are received from an outside emergency service. The procedure in school is supported by guidance issued on the government website.

An **invacuation** may be deemed the most appropriate course of action if an emergency situation occurs outside the school buildings or grounds and which renders an evacuation unsafe. Once the children are safely inside, school activities can continue as normal.

Invacuation may be appropriate in many circumstances. For example:

- If air pollutants are present due to a nearby fire or chemical release
- If a dangerous animal is in the playground
- If an aggrieved or intoxicated person is trying to obtain access to pupils or staff

A **Lockdown** may be deemed the most appropriate where an external or internal danger poses a significant threat to both staff and pupils. In the event of a lockdown, staff and pupils would be expected to stay in a designated safe area inside until advised otherwise by the emergency services.

The additional step of **lockdown** of the buildings/grounds aims to help prevent an intruder or violent individual from causing harm. Entrances to the school will be secured to make every effort to prevent an intruder from entering the premises.

A lockdown practice will be carried out with the children at least 3 times a year in the same way as we have fire evacuation practices.

Procedure:

- Staff will be alerted to the activation of the lockdown procedure plan by a recognised signal, audible throughout the school,
- Pupils who are outside of the school buildings are brought inside/taken outside as quickly as possible,

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	- 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	- 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	- 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	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.
Stage 2 – Critical Decision Stages	- 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	- 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	- 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	As soon as the emergency has been identified, activate the relevant part of your establishment's Emergency Management Plan. In the case of a critical incident immediately outside school, this would initiate an evacuation plan.
Stage 2 – Critical Decision Stages	- Nominate a person in charge. - Nominate a person to ring the Emergency Services / 999. - Initiate the signal for evacuation into the building.
Stage 3 – Ongoing situation	- 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	- 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	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	• 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	• 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	• 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	• 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	• 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	• 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?

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