



**Invacuation and Lockdown  
Policy  
Darrington CE Primary School  
2025 - 2026**

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## BACKGROUND INFORMATION

### Introduction

An invacuation (with or without lockdown) may be deemed the most appropriate course of action if an incident occurs inside or outside your establishment's buildings/grounds and which renders an evacuation unsafe. Staff/pupils/students/service users/visitors would be expected to stay in a designated safe/lockdown area inside until advised otherwise by the Emergency Services. For remote/external areas it may be safer not to return to your establishment but consider staying in-situ or going to an alternative location.

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 grounds.

Invacuation with lockdown may be appropriate in many circumstances, for example:

- if an aggrieved and/or intoxicated person is trying to obtain access to your establishment.
- if an intruder is on site.

The additional step of lockdown aims to help prevent an intruder or violent individual from causing harm.

### Identification of Safe and Lockdown Areas

For invacuation, particularly lockdown, arrangements will depend heavily on the size and layout of your buildings. You will need to identify those rooms most suitable as safe and/or lockdown areas.

Safe areas simply need to be inside in order to provide shelter, in most cases staff/pupils/students/service users/visitors will be able to remain where they are, if inside, and anyone outside should be able to go to the nearest inside facility. In addition, if the reason for invacuation is due to an external pollutant, windows and doors should be shut and ventilation systems turned off. Normal operation of the establishment may be able to continue dependent on the nature of the incident.

Lockdown areas need to be pre-identified areas where staff/pupils/students/service users/visitors can move away from potential danger and be unseen from outside the building. To identify lockdown areas within your buildings:-

- Divide your site into manageable sections – for example by building or floor.
- Within each section identify a room(s) large enough to accommodate the likely number of people within the area. Ideally these rooms should:-

- have a separate means of escape.
- have no windows directly to the outside. If there are windows, the means to cover the windows – for example shutters, blinds.
- have a lockable door.

If you are unable to identify a room(s) which meets all of the above criteria, a room(s) that meets as many criteria as possible, should be identified.

- Risk assess the use of the room as a lockdown room.
- Identify staff who will be responsible for each lockdown area and the supervising of staff/pupils/students/service users/visitors.
- Identify staff who will be responsible for the locking of external doors, windows in a section or lockdown area.

### Identification of Invacuation and Lockdown Signals

The signal for invacuation should be clearly distinguishable to that of an evacuation. Any confusion may result in staff/pupils/students/service users/visitors congregating at an assembly point, thus potentially making them more vulnerable in a dangerous situation.

If people are outside when the signal for an invacuation is sounded, staff should take immediate action and assist people to the nearest safe area inside the building.

It is worth considering how the message to lockdown will be given in addition to invacuation – for example computer flash message, alternative signal.

A mechanism and/or signal should also be identified to inform of ‘all clear’.

### Communications

During an invacuation (with or without lockdown) it may be difficult to obtain a clear overview of the situation. Consider how communication could be maintained between key stakeholders, for example two-way radio, mobile phone, computers (to send messages via instant messaging or email).

#### **Communication arrangements**

Wherever possible use silent communications and keep noise to a minimum especially if the intruders are close by. Make sure any communications devices are secure and cannot be intercepted.

Verbal communication by designated team- Amy Egan, Julie Waring, Rachel Gregson.

(Invacuation- if business can proceed as normal but doors and windows need locking), Lockdown- If silent and still invacuation is required and safe places need to be used).

A second designated team will be used to check (if safe) that safe spaces are used and all have gone into lockdown. Chris Lunn/Amy Egan, Vicky Meadows

Same designated team will give the all clear verbal communication.

Designated team to communicate with emergency services- Chris Lunn, Vicky Meadows

Teachers/ staff to take laptop/ phone to safe space in case school WhatsApp message is needed or email.

### Accounting for staff/pupils/students/service users/visitors

During an invacuation (with or without lockdown) it will be necessary to account for building users, consider the methods available to you and how these can be utilised.

### Implementation

Any arrangements you establish must be realistic; fit for purpose and tested. In an incident staff/pupils/students/service users/visitors may not have much time to seek an appropriate place to find refuge, but preplanning can help remove panic and confusion.

Establishments can use the following template as a basis for their arrangements. Arrangements should be communicated to all key stakeholders. This should be done in a sensitive manner, stressing that it is very unlikely that there will ever be a need to implement a real invacuation (with or without lockdown), but it is important to have arrangements in place to deal with such a situation.

Ideally a test/drill/practice should be undertaken annually and should be as realistic as possible, however stress or panic may be observed as an outcome (significant finding) and dealt with accordingly by training/mentoring. However, the potential for such reactions is reduced by ensuring that staff/pupils/students/service users/visitors are aware of rationales and procedures beforehand.

Source: [Schools Invacuation and Lockdown Guidance- SHEQ-PFHS](#)

## INVACUATION (INCLUDING LOCKDOWN) – DARRINGTON CE PRIMARY SCHOOL

INVACUATION			INVACUATION WITH LOCKDOWN		
Signal for Activation	Alarm sounded on the playground  By designated team – Amy, Rachel, Julie.  Checked- Chris/Amy and Vicky		Signal for Activation	Alarm sounded on the playground then use of silent communication via WhatsApp/email.  By designated team – Amy, Rachel, Julie.  Checked- Chris/Amy and Vicky	
Signal for All Clear	Verbal communication (by designated team- as above)		Signal for All Clear	Verbal communication (by designated team- as above)	
Designated Safe Area(s)	Move From	To	Designated Lockdown Area(s)	Move From	To
	Field	Classrooms		EYFS	Nursery Carpet area
	Playground	Classrooms		KS1	KS1 Capet area
	Garden	Classrooms		Sycamore	Back wall of Classroom
	EYFS Playground	Classrooms		Oak	Back wall of Oak class
				Hall	KS2 Shared Area
				Sensory Room	Sensory Room
				Staff room	Staff corridor
				Entrance Hall	Sensory Room
				Admin/HT	Sensory Room
				SBM office	Baking area
		Visitors/ Volunteers	Sensory Room		

# WHAT TO DO IN AN INVACUATION/LOCKDOWN

## UPON HEARING THE SIGNAL, TAKE THE FOLLOWING ACTION

INVACUATION	INVACUATION WITH <u>LOCKDOWN</u>
<p><b>GO IN</b> - Ensure all staff/pupils/service users/visitors are safely inside the school building.</p>	
<p>Close entrance points (e.g. doors, windows) to prevent the animal/pollutant etc entering the building.</p> <p>If possible close off ventilation and the blown air heating system (if pollutant related invacuation).</p>	<p>Lock and secure entrance points (for example - doors, windows) to prevent the intruder/violent person etc entering the building.</p> <p>Close roller doors IF POSSIBLE</p>
<p>Go to a designated safe area, if appropriate. (Depending on the situation it may be possible for the establishment to continue business as usual)</p>	<p>Go to a designated lockdown area.</p> <ul style="list-style-type: none"> <li>• Close doors, roller doors and windows on-route.</li> <li>• Block access points (for example - move furniture to obstruct doorways).</li> <li>• Sit on the floor, under tables or against a solid wall.</li> <li>• Keep out of sight.</li> <li>• Keep silent.</li> <li>• Draw curtains/blinds.</li> <li>• Turn off lights.</li> <li>• Stay away from windows and doors.</li> <li>• Put mobile phones on silent.</li> <li>• Teachers to take school iPad / laptops and their mobile phones to invacuation point if possible (this is the exception to the rule in the use of mobile phones in school)</li> <li>• Member of designated team to take Grab-bag from School Office</li> </ul>
<p>Dial 999 – Ask for appropriate Emergency Service(s)</p>	
<p>Ensure that staff/pupils /service users/visitors are aware of an exit point in case evacuation becomes necessary. (for example - fire, instruction from emergency services)</p>	
<p>If possible, account for all staff/pupils /service users/visitors without putting yourself at risk, report those unaccounted for to the Emergency Services</p>	
<p><b>STAY IN</b> - Remain in the designated safe/lockdown area until all clear signal is given or told to evacuate by the Emergency Services.</p>	
<p><b>TUNE IN</b> - If possible, and appropriate, establish internal communication via WhatsApp group and school e-mail</p>	
<p><b>TUNE IN</b> - If possible, and appropriate, obtain local news updates via radio/TV/computer.</p>	

# MEDICATION

Where possible remember to take individual child's regular medication

Inhaler

EpiPen

Other long-term medications

<b>Policy title</b>	<b>Invacuation and Lockdown Policy</b>
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