# **Introduction**

An invacuation (or lockdown) occurs when circumstances dictate that safety is better ensured by being kept inside the building with the doors and windows locked and the blinds/shutters closed.

Team members, students, adults and visitors would be expected to stay in a designated safe area inside until advised otherwise by the Emergency Services.

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.
* if an aggrieved and/or intoxicated person is trying to obtain access to the site.
* 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 team members, students, adults and 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, students, adults and 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, students, adults and 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 team members, students, adults and 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, team members 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).

# **Accounting for team members/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 team members, students, adults and visitors may not have much time to seek an appropriate place to find refuge but pre-planning can help remove panic and confusion.

Use the template in Annex 1 as a basis for your 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 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 team members, students, adults and visitors are aware of rationales and procedures beforehand.

## A green circle with white text Description automatically generatedINVACUATION (INCLUDING LOCKDOWN) – SfIT College House

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **INVACUATION** | | | **INVACUATION WITH LOCKDOWN** | | |
| Signal for Activation | “All staff and students inside now” | | Signal for Activation | “Lockdown” | |
| Signal for All Clear | “All clear” | | Signal for All Clear | “All clear” | |
| Designated Safe Area(s) | Move From | To | Designated Lockdown Area(s) | Move From | To |
| Garden | Classroom | Outside | Immersion Room |
| In school | Own classroom | Downstairs | Kitchen |
|  |  | Upstairs | Staff Room |
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The following page can be copied and distributed to key stakeholders or displayed as a reminder of actions to be taken in the event of a invacuation (with or without lockdown).

## A green circle with white text Description automatically generatedINVACUATION (INCLUDING LOCKDOWN) – SfIT Place House

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **INVACUATION** | | | **INVACUATION WITH LOCKDOWN** | | |
| Signal for Activation | “All staff and students inside now” | | Signal for Activation | “Lockdown” | |
| Signal for All Clear | “All clear” | | Signal for All Clear | “All clear” | |
| Designated Safe Area(s) | Move From | To | Designated Lockdown Area(s) | Move From | To |
| Anywhere on-site | Own classroom | Anywhere on-site (9G, 9I, 9T) | 9G classroom |
|  |  | Anywhere on-site (10K, 10O, 11L, 11P) | 11L classroom |
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## A green circle with white text Description automatically generatedINVACUATION (INCLUDING LOCKDOWN)

## - School for Inspiring Talents

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| --- |
| **UPON HEARING THE SIGNAL, TAKE THE FOLLOWING ACTION:**  **GO IN - STAY IN - TUNE IN** |

|  |  |
| --- | --- |
| **INVACUATION** | **INVACUATION WITH LOCKDOWN** |
| **GO IN** Ensure all team members /pupils/students/service users/visitors are safely inside the school building. | |
| Close entrance points (e.g. doors, windows) to prevent the animal/pollutant etc entering the building.  If possible close off ventilation and air conditioning systems (if pollutant related invacuation). | Lock and secure entrance points (for example - doors, windows) to prevent the intruder/violent person etc entering the building. |
| Go to a designated safe area, if appropriate. (Depending on the situation it may be possible for the establishment to continue business as usual) | Go to a designated lockdown area.   * Close doors and windows en-route. * Block access points (for example - move furniture to obstruct doorways). * Sit on the floor, under tables or against a solid wall. * Keep out of sight. * Keep silent. * Draw curtains/blinds. * Turn off lights. * Stay away from windows and doors. * Put mobile phones on silent. |
| Dial 999 – Ask for appropriate Emergency Service(s). If at Place House, inform Emergency Service(s) of gate codes for entry. | |
| Ensure that team members, students, adults and visitors are aware of an exit point in case evacuation becomes necessary (for example - fire, instruction from emergency services) | |
| If possible, account for all team members /pupils/students/service users/visitors without putting yourself at risk, report those unaccounted for to the Emergency Services | |
| **STAY IN***-* Remain in the designated safe/lockdown area until the all clear signal is given, or told to evacuate by the Emergency Services.  **TUNE IN**- If possible, and appropriate, obtain local news updates via radio/TV/computer and establish internal communication via handheld walkie-talkie/phones. | |

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Description automatically generated**College House’s Invacuation plan is as follows:

|  |  |
| --- | --- |
| SIGNALS | |
| Signal for Invacuation | “All staff and students inside now” |
| Signal for all-clear | “All clear” |
| INVACUATION | |
| Rooms most suitable for Invacuation | Classrooms |
| Entrance points (e.g. gates, doors and windows) which should be secured | All gates, doors and windows should be shut and any blinds should be down.  Put tables across corridor door to prevent entry.  Lights off.  All adults to action this – silence.  Move to one area – furthest from the corridor door. |
| Communication arrangements | Two-way radios for all staff.  Staff mobile phones. |

**A green circle with white text

Description automatically generated**Place House’s Invacuation plan is as follows:

|  |  |
| --- | --- |
| SIGNALS | |
| Signal for Invacuation | “All staff and students inside now” |
| Signal for all-clear | “All clear” |
| INVACUATION | |
| Rooms most suitable for Invacuation | 9G and 11L classrooms |
| Entrance points (e.g. gates, doors and windows) which should be secured | All gates, doors and windows should be shut and any blinds should be down.  Put tables across corridor door to prevent entry.  Lights off.  All adults to action this – silence.  Move to one area – furthest from the corridor door. |
| Communication arrangements | Two-way radios for all staff.  Staff mobile phones.  Notify Emergency Services of Gate Codes for entry to site |

HEADTEACHER  ACTION  
Following the invacuation signal, take the action below:

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| Ref: | Initial Response-Lockdown |
| L1 | Lock / secure entrance points (e.g. doors, windows) |
|  |  |
| L2 | Ensure all individuals take action to increase protection from all potential threats:  Block access points (e.g. move furniture to obstruct doorways)  Sit on the floor, under tables or against a wall  Keep out of sight  Blinds – pull down  Turn off lights  Stay away from windows and doors. |
| L3 | Remain inside until the all-clear has been given, or unless told to evacuate by the emergency services. |