St Barnabas
Church of England Primary Academy

Invacuation, Lockdown and Evacuation Policy

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Contents:

1. Statement of intent
2. Legal framework and guidance
3. Definitions
4. Roles and responsibilities
5. Risk assessment and appropriate procedures
6. Implementing procedures
7. RUN HIDE TELL
8. Communication during an incident
9. Personal Emergency Evacuation Plans (PEEPs)
10. Actions following incidents
11. Conducting practices
12. Monitoring and review

1. Statement of intent

The safety of pupils, staff, visitors and contractors on the premises is paramount. St Barnabas C of E Primary Academy takes its responsibilities for safeguarding, health and safety and protective security seriously.

The school will take reasonably practicable and proportionate steps to prevent emergencies where possible, prepare for emergencies that may occur, respond effectively when an incident happens, and support the school community following an incident.

This policy sets out the school's arrangements for evacuation, invacuation and lockdown. It should be read alongside the school's Emergency Plan, safeguarding arrangements, risk assessments and the detailed procedures that contain site-specific operational information.

The policy is designed to complement, rather than replace, the school's fire risk assessment, emergency plan, business continuity arrangements and any advice or directions given by the emergency services.

2. Legal framework and guidance

This policy has due regard to relevant legislation, statutory guidance and recognised good practice, including, but not limited to:

- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Regulatory Reform (Fire Safety) Order 2005
- Equality Act 2010
- DfE, 'Fire safety in new and existing school buildings' (2014)
- DfE, 'Health and safety: responsibilities and duties for schools' (updated 2022)
- DfE, 'Emergency planning and response for education, childcare and children's social care settings' (updated 2023)
- DfE, 'Protective security and preparedness for education settings' (updated 2025)
- DfE, 'School and college security' (updated 2026)
- DfE, 'Keeping children safe in education 2026'
- Home Office, fire safety risk assessment guidance, including means of escape for disabled people
- Terrorism (Protection of Premises) Act 2025 ('Martyn's Law') and current Home Office statutory guidance, noting that the substantive duties are not yet in force and are expected to commence in 2027

The policy is also informed by current guidance from the National Protective Security Authority (NPSA), ProtectUK, the police and relevant local emergency planning arrangements.

The policy operates in conjunction with the following school policies and plans:

- Emergency Plan
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Full Lockdown Procedure
- Partial Lockdown Procedure, where applicable
- Invacuation/Shelter Procedure
- Evacuation Procedure
- Fire Evacuation Plan and Fire Risk Assessment
- Personal Emergency Evacuation Plans (PEEPs)
- Business Continuity Plan

3. Definitions

Evacuation means the orderly movement of people away from a building or area to a place of safety when remaining in the building or area is unsafe.

Invacuation (shelter) means moving or keeping people inside a building or designated safe area because remaining outside may present a greater risk. The decision will depend on the nature and location of the hazard and advice from emergency services where available.

Lockdown means securing the school and moving people to safer locations or otherwise restricting movement in response to a threat where remaining exposed or moving through the site could increase risk. Lockdown arrangements may be partial or full.

Partial lockdown means that only specified parts of the school, or specified groups of people, are required to follow additional security measures. Full lockdown means that the whole school follows the lockdown procedure.

Dynamic lockdown means a response that may change as the threat develops. Staff must follow the current instructions of the incident lead and emergency services rather than relying on a fixed sequence of actions.

4. Roles and responsibilities

The LAB & Vantage Trust will:

- Ensure that the school has proportionate arrangements to protect pupils, staff and visitors and that these arrangements are reviewed.
- Ensure that the school has appropriate emergency, health and safety and protective security plans.
- Monitor the effectiveness of the arrangements and receive assurance about training, exercises, incidents and resulting improvements.

- Ensure that legal responsibilities relating to health and safety, fire safety and protective security are appropriately allocated.

The Executive Headteacher will:

- Provide strategic leadership for emergency preparedness and response.
- Ensure that effective and rehearsed emergency procedures are in place and are communicated to staff.
- Ensure that staff receive appropriate induction, refresher training and training following significant changes to procedures.
- Appoint a competent security/emergency preparedness lead and deputies so that appropriate cover is available.
- Ensure that arrangements take account of safeguarding, SEND, disability, medical needs and other individual vulnerabilities.
- Ensure that risk assessments and emergency procedures are reviewed following significant changes, incidents or exercises.
- Liaise with the police, fire and rescue service, local authority and other relevant agencies as appropriate.

The Head of School & preparedness lead and deputies will:

- Coordinate the school's protective security and emergency preparedness arrangements.
- Maintain the relevant policies, procedures, risk assessments, contact information and training records.
- Support the Executive Headteacher, Head of School/incident lead in coordinating the school's response.
- Liaise with emergency services and relevant partners as directed.
- Lead or support exercises, debriefs and lessons-learned activity.

The incident lead will:

- Lead the school's initial response until responsibility is assumed or directions are given by the emergency services.
- Make timely, proportionate decisions based on the available information and the school's risk assessments and procedures.
- Prioritise the safety of pupils, staff and visitors, including those requiring additional support.
- Maintain communication with staff and emergency services and ensure parents/carers are updated through agreed channels when appropriate.
- Ensure that significant decisions and actions are recorded as soon as practicable.

All staff will:

- Take reasonable care of their own safety and the safety of pupils and others in their care.
- Be familiar with the emergency procedures relevant to their role and participate in

required training and exercises.

- Follow the instructions of the incident lead and emergency services unless doing so would create an immediate and greater risk.
- Report security, safety or safeguarding concerns promptly.
- Provide appropriate support to pupils and adults who may be particularly vulnerable.

The site manager/premises lead will ensure that emergency exits, routes and assembly arrangements are maintained and appropriately signposted, subject to the fire risk assessment and site-specific emergency procedures.

School office staff will maintain access to current site plans and key emergency contact information and will support communications and information-sharing with emergency services as directed.

4. Risk assessment and appropriate procedures

The school will use risk assessment and current guidance to determine which emergency response is appropriate. The lists below are examples and are not exhaustive.

Evacuation may be appropriate for:

- Fire or suspected fire.
- Dangerous structural damage or another internal hazard where leaving the building is safer.
- A bomb threat or suspicious item, where evacuation is directed by the emergency plan or emergency services.

Invacuation/shelter may be appropriate for:

- A hazardous substance, chemical release or toxic fumes outside the school.
- A significant external incident where moving people outside would increase risk.
- Severe weather or environmental conditions where remaining inside is safer.

Lockdown may be appropriate for:

- An intruder or hostile person on or close to the school site.
- A serious security threat where movement around the site would increase risk.
- A civil disturbance or other incident in the local community that presents a credible risk to the school.

The appropriate response will depend on the specific circumstances, including the location and nature of the threat, available escape or shelter options, the safety of children and staff, and information from the emergency services. A situation may require a change from one response to another.

The school will maintain detailed site-specific procedures separately from this public policy where disclosure could compromise security. Operational information such as access controls, alarm arrangements, code words, safe locations, routes, communications channels and contingency arrangements will be shared only with those who need it for their role.

5. Implementing procedures

When an incident occurs, the headteacher, incident lead or most senior available member of staff will determine the immediate response in accordance with the Emergency Plan and available information. Emergency services will be contacted without delay where required.

The school's emergency procedures include, as applicable:

- Evacuation Procedure
- Invacuation/Shelter Procedure
- Partial Lockdown Procedure
- Full Lockdown Procedure

Detailed procedures will be readily accessible to authorised staff and available to emergency services where appropriate. Visitors and contractors will receive the information necessary for their safety without being given unnecessary security-sensitive detail.

Emergency procedures will be sufficiently flexible to account for incidents occurring during the school day, before or after school, during wraparound provision, during events, or when pupils and staff are away from their usual classroom or location.

The school will consider arrangements for pupils and staff who are off site, on educational visits, in clubs or activities, or otherwise not in their usual location.

National Emergency Alerts system

The school will review its emergency plans to account for the UK Government Emergency Alerts system. Where an alert is received, the school will assess the information, check its authenticity where necessary, and follow the relevant emergency procedure. Emergency Alerts do not replace the school's own emergency communications or the instructions of the emergency services.

6. RUN HIDE TELL

Staff will receive appropriate awareness training on the RUN HIDE TELL principles for responding to a terrorist or other serious hostile incident. Staff should use their judgement in the circumstances and follow emergency-service instructions when available.

RUN means considering whether it is safer to escape. HIDE means finding a place of safety and taking steps to reduce the risk of being located or harmed. TELL means contacting the police when safe to do so and providing clear information.

RUN HIDE TELL training will be adapted appropriately for a primary school context and for the needs of pupils and staff with SEND or other vulnerabilities.

The school will not publish detailed hiding locations, access-control arrangements, code words, alarm signals or other operational security information in this policy.

7. Communication during an incident

Emergency communication arrangements will be planned, tested and reviewed. They will provide clear instructions to those who need to act and will support communication with emergency services, staff, pupils and parents/carers.

The school's primary emergency communication method will be supported by appropriate contingency arrangements so that communication can continue if normal systems fail. The school will consider loss of power, telecommunications, Wi-Fi or mobile coverage when planning resilience.

Alerts and messages should be quick to activate, reach the people who need them, avoid unnecessarily identifying the location of pupils or staff, and not expose the person activating the alert to avoidable risk.

The school will maintain a means of two-way communication with staff and the incident lead where reasonably practicable.

When contacting emergency services, staff will provide the information requested by the call handler and follow emergency-service instructions.

Communication with parents and carers

The school will communicate with parents/carers as soon as practicable when it is safe and appropriate to do so. Messages will be factual, concise and designed to reduce confusion and prevent the spread of unverified information.

Parents/carers will normally be asked not to attend the school or telephone the school during an ongoing emergency unless specifically instructed. This is to avoid obstructing emergency services and to reduce additional risk.

Parents/carers will be told when and where it is safe and appropriate to collect children, and the school's normal safeguarding and collection arrangements will apply unless emergency services direct otherwise.

Public-facing information will not disclose security-sensitive details such as routes, safe locations, access arrangements, code words or specific response tactics.

Social media

Staff should not post information, images or speculation about an incident on personal or professional social media. Staff should use the school's agreed communication arrangements and refer media enquiries to the person designated to manage communications.

8. Personal Emergency Evacuation Plans (PEEPs)

Where an individual may require additional assistance to evacuate safely, the school will assess their needs and, where appropriate, put an individual emergency evacuation plan in place. This may apply to pupils, staff, regular visitors or contractors.

Plans will be person-centred, proportionate and developed with the individual and, where appropriate, parents/carers and relevant professionals. They will take account of disability, temporary conditions, medical needs, sensory needs, mobility, communication and any other factor that may affect safe evacuation.

A PEEP may identify:

- The individual's specific needs and preferred communication method.
- The assistance required and the responsibilities of named staff.
- Suitable evacuation routes and alternatives.
- Refuge arrangements where appropriate.
- Equipment or other reasonable adjustments required.
- Arrangements for drills and review.

The school will seek to enable pupils with PEEPs to evacuate with their class wherever this is safe and appropriate. No pupil will be required to use an unsafe route or wait in an unsafe location.

Equivalent arrangements will be considered for invacuation, lockdown and other emergencies where an individual's needs may affect their ability to respond safely.

PEEPs will be reviewed at least annually and sooner following a significant change in the individual's needs, the premises, staffing, equipment or emergency procedures, or following an exercise or incident that identifies a weakness.

9. Actions following incidents

Following an emergency or significant exercise, the school will evaluate its response and identify lessons learned. The wellbeing and safeguarding needs of pupils, staff and families will be considered.

A debrief will be undertaken with relevant staff and, where appropriate, pupils, parents/carers, emergency services and partner organisations. Actions will be recorded, assigned and monitored to completion.

Where appropriate, the school will:

- Provide age-appropriate information and reassurance to pupils and staff.
- Provide or signpost appropriate pastoral, safeguarding or specialist support.
- Communicate with parents/carers and other stakeholders.
- Review risk assessments, procedures and training.

- Record and report incidents where required by law or local arrangements.
- Activate the Business Continuity Plan where necessary.
- Liaise with the local authority, academy trust, emergency services and other partners as appropriate.

10. Conducting practices

Emergency procedures will be exercised regularly and at least annually where appropriate to the type and risk of the procedure. The frequency and nature of exercises will be informed by risk assessment and relevant guidance.

Fire evacuation practices will be conducted in accordance with the school's fire risk assessment and fire safety arrangements. Lockdown and invacuation exercises will be planned carefully so that they are proportionate, age-appropriate and do not cause unnecessary distress.

Parents/carers will be given appropriate advance information where an exercise could reasonably cause concern, subject to the need to avoid disclosing security-sensitive information.

Staff and pupils will be given clear instructions appropriate to their age and role. The school will make reasonable adjustments for pupils and staff with SEND, disabilities, medical needs or other vulnerabilities.

Exercises will be evaluated and any identified weaknesses will result in recorded actions. PEEPs and risk assessments will be amended where an exercise identifies a need for change.

11. Monitoring and review

The effectiveness of this policy and the associated procedures will be monitored through training, exercises, risk assessments, incident reviews, staff feedback and relevant external advice.

The policy will be reviewed annually, or sooner where there is a significant incident, exercise finding, change to the premises or staffing, change in risk, or new legislation or statutory guidance.

The school will keep its emergency procedures aligned with current DfE, Home Office, NPSA/ProtectUK, fire and rescue service, police and local emergency planning advice.

This policy was reviewed in October 2026. The next scheduled review is October 2027.

The policy will also be reviewed following any incident requiring activation of an emergency procedure and following any material change to the school's emergency arrangements.