

Warwickshire Early Years Quality Standards and Safeguarding Team

Guidance for Emergency Situations



This guidance has been developed to support all Early Years Providers working with children aged from birth to five years, with a focus on good practice in relation to Emergency situations.



Guidance for emergency situations

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Guidance for emergency situations

The EYFS requires providers to take all necessary steps to keep children safe and well. This includes having contingency plans for emergencies and ensuring that staff are trained to implement these plans.

The EYFS 2024 states:

Providers must have clear procedures in case of fire, evacuation, lockdown, or other emergencies. These procedures should be regularly practiced and reviewed.

Emergency plans should be based on thorough risk assessments that identify potential hazards and risks. These assessments should consider the needs of children and staff, including any special requirements or medical conditions.

[Martyn's Law](#), which comes into force in 2027 requires public premises with over 200 people to be prepared for terrorist attacks. Early Years, primary, secondary and further education settings that can be expected to host 200 or more individuals at the same time are considered to be standard duty premises under the Act. If your school or early years setting has fewer than 200 people, it is considered 'out of scope' for Martyn's Law. However, it is still recommended that schools and nurseries out of scope develop security plans, create a strong security culture, train staff on their roles in preventing and responding to incidents, and regularly test these plans to ensure they are effective.

What is an emergency?

The Civil Contingencies Act, 2004, defines an Emergency is an event or situation which threatens serious damage to:

- Human welfare in a place in the United Kingdom
- The environment of a place in the United Kingdom
- The security of the United Kingdom or of a place in the United Kingdom

A critical incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within an early years setting, and which overwhelms the normal coping mechanisms of that establishment.

What risks / incidents are early years establishments susceptible to?

The image on below highlights some of the risks to which early years establishments are susceptible. While this is not an exhaustive list, it provides an illustration of the range of risks that early year's settings need to respond to and develop emergency planning plans for.

Flooding	Heatwave	Fire	Snow	Falling or damaged trees
Intruder	Loss of facilities or utilities	Bomb threat	Vehicle Crash	Loss, abduction or absconding
	Incident on a trip or visit	Protest	Illness/Death	



Key Principles to keep children safe in emergencies

Having clear emergency plans in place to deal with a range of emergency situations and incidents is essential and a little preparation now, can make a big difference later.

It is also important to ensure that all staff are aware of the plans, have opportunities to discuss and contribute to the plans, alongside practising and reviewing these plans regularly.

Involving children in preparing for an emergency can also teach them the basics of staying safe. They will be prepared and empowered, which can make emergencies less stressful. Whilst they may not be directly involved in creating the actual plan they could be involved in discussion about signals, codes words and what items they think should go in an emergency kit or grab bag.

Being Prepared: Devising a plan for when you are on site

When developing emergency plans, it's essential that Early Years providers conduct a thorough [risk assessment](#) of their site to identify potential emergency situations such as severe weather, public health emergencies, fire, and criminal activities, and assess their likelihood in your setting or local area. The following [Self-Assessment Emergency Incident Planning Checklist](#) may be a helpful tool to support with this assessment.

Additionally, consideration should be given to scenarios where evacuation is safer versus situations where staying inside the building is necessary.

The emergency plans created should be concise and outline the agreed procedures, key actions, and communications you will or will not take and be tailored to meet the needs of the children and staff team within the early years setting.

When developing emergency plans for when early years providers are operating on site consideration should be given to:

- The roles and responsibilities of staff during an emergency and consider appointing a lead person for emergency situations.
- How staff and children will be alerted to the emergency situation, this may be through a designated signal such as an agreed alarm, code word, signal, gesture, or picture sign. Whichever methods are chosen will need to be shared with staff and children and used consistently within any practise drills.
- Where staff and children will go if they are required to move to a secondary site, and how this decision will be communicated with staff and children.
- Situations where staff may need to separate the children in their care, e.g. evacuate one group of the children to a different point whilst the other group of children need to remain.
- The shelter staff will provide for children, considering how this will be away from windows and doors and where children and staff will be positioned so they are safe as possible.
- The use of 'Grab Bags' which contain emergency items such as non-perishable food, fully charged communication devices (and chargers), a copy of your plans, emergency contact details for staff and children, a First Aid kit and any medications needed such as inhalers, epi pens etc. The bag may also include games, puzzles, books colouring and special toys/ comfort items to help keep your children stay calm during an emergency.
- How lines of communicate with parents, staff, and emergency services will be maintained so that key information can be shared.



Grab and Go Bag

For early years providers having a well-prepared "grab and go" emergency kit is a key part of emergency planning. A grab bag is a selection of essential items that you may need during an incident. These kits are designed to support staff in responding quickly and effectively during incidents such as evacuations, lockdowns, or other emergencies. These should be prepared in advance and left in convenient locations. It is important to note, that in an emergency situation, staff should not put themselves in additional danger to collect a grab kit.

Compiling your Grab Bags or Grab Kits

As a setting will already have first aid and fire safety equipment established and available, as required by your health and safety, and fire risk assessments. You may need to use this equipment during the incident. When compiling your grab kits, you may want to include any additional equipment that may be required during a terrorism incident response.

As a provider, you will need to reflect upon what equipment you may need during an incident, some elements you may want to consider could include:

- Emergency contact list for all children and staff
- Copies of individual healthcare plans (e.g., allergies, asthma)
- Attendance register
- Site map and evacuation routes
- Emergency procedures and checklists
- Nappies, wipes, and spare clothes
- Bottled water and snacks (allergy-safe)
- Blankets or foil thermal blankets
- First aid kit (including child-specific supplies)
- Any emergency medication (e.g., EpiPens, inhalers)
- Charged mobile phone or walkie-talkies
- Whistle or megaphone
- Notepad and pens
- High-visibility vests for staff and children
- Wristbands or tags with child names and emergency contacts
- Flashlight and spare batteries
- Tissues and hand sanitizer
- Plastic bags (for waste or wet clothes)
- Items you may need to keep individual or groups of children calm, such as sensory toys or books.

The elements above are intended as a guide and is not an exhaustive list. As a setting, you need to consider your individual needs and requirements.

Things to Consider:

- Equipment contained in the grab and go bag.
- Specific equipment for individual children, for example children with SEND or health needs.
- They should be located in a convenient location, for example near exits or in a designated emergency area.



- The amount of kits your setting needs and whether you need separate kits for specific learners i.e. learners with asthma who need inhalers, learners with anxiety who need special safety / behaviour equipment.
- Clear labelling.
- Clear visibility, for example you may consider a fluorescent storage bag.
- Review and update the content regularly.
- Train staff on the location and use of the bag.

Devising a plan for when you are off site: trips and outings.

Planning for emergencies during outings with early years children is also essential for their safety. Key steps include:

- Conducting a [risk assessment](#) of the venue
- Ensuring up-to-date emergency contact information
- Carrying a well-stocked first aid kit, and establishing a clear communication plan
- Being aware of evacuation procedures and practice drills with the children.
- Maintaining appropriate child-to-adult ratios and conduct regular headcounts
- Preparing for adverse weather conditions and having contingency plans in place
- Considering the needs of children with special needs and arrangements which will need to be in place to support these children
- Carry necessary documentation, including consent forms and emergency plans

When creating and implementing emergency plans, it's essential early years providers stay informed and have a system for regularly reviewing and updating your plans and procedures. This includes frequently updating emergency plans and [risk assessments](#), conducting debriefs after incidents to learn and improve, and regularly checking emergency equipment and devices to ensure they are functional and up to date. Additionally, building partnerships with local authorities, emergency services, and nearby schools can help align your settings plans with local protocols and provide mutual support during emergencies.

Communicating emergency plans with stakeholders

The effective communication of your settings emergency plans is crucial for success. So, once your plans have been created with your team you will need to consider how the plans will be shared and communicated, with all staff, apprentices, volunteers, parents,' and other stakeholders such as committee members, directors, or governors. Consideration should also be made to how you will sensitively communicate your plans with children.

Some key methods of doing this within your early years setting may include:

- Providing staff with a thorough induction and ongoing training on emergency plans and signals.
- Discussing these plans with children in an age-appropriate way, using pictures and stories, and involve them in creating emergency kits.
- Inform parents about the plans through your prospectus, newsletters, and website.
- Appointing a lead person for emergencies to share plans with all relevant parties, including staff, parents, and emergency services. (Depending on the size of the EY setting, it may be that there will a



lead for the overall emergency planning arrangements and to have designated leads for specific aspects (e.g. site security, as well as incident responders)

- Maintaining up-to-date emergency contact details for all children in your care and staff
- Creating pre-written messages which can then be shared when emergencies arise.
- Regularly practicing, monitoring, and reviewing the plans, to ensure they are effective and that support for emotional well-being is in place after emergencies.

When thinking about ways to communicate your settings plans consideration should also be made to:

- Who you will need to tell if an emergency arises.
- The priority order in which you tell people.
- How you will cascade this information

Implementing and practising emergency plans.

An emergency can happen anywhere and at any time. It is therefore really important to practise your settings emergency procedures frequently, at different times and in different contexts.

Safety procedures in an early year's settings can be practiced using non-alarming scenarios. These should include evacuating scenarios, where the danger is outside and needs to be avoided, such as a smoke plume from a nearby fire causing coughing or a beehive in the garden. Additionally, they should cover evacuating scenarios that require leaving the building or site, like fires, floods, utility failures, noxious substances, serious injuries, or structural damage

Key Considerations for pupils with SEND

Learners and staff with SEND needs may not be able to evacuate / or invacuate as quickly or as easily as others in an emergency, or their routes may be more limited.

When planning for emergencies early years setting should ensure that specialists, therapists, and other health professionals who support children and young people with SEND are involved in the emergency planning process to ensure that effective arrangements are in place. These professionals include:

- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Educational Psychologists
- Specialist Teachers

When planning for and practising drills early years providers should ensure consideration is given to ensuring these are developed with inclusivity and accessibility in mind. Pupils with SEND should not be excluded from emergency drills however, participating may be assessed following a [risk assessment](#) or case-by-case basis. This will enable each early years setting to review their current plans and amend accordingly if required.



If there are learners or staff in your early years setting who require a Personal Emergency Evacuation Plan, (PEEP) for a fire evacuation or emergency evacuation, as an early years setting you will need to also plan the personal emergency response for this person taking into consideration a range of security incidents.

Some children with SEND may also need specific help adjusting to any changes in their routines that emergency measures may involve. Staff should plan to meet these needs based on the individual child and their circumstances and seek advice from Warwickshire Integrated Disability Team to make adjustments / alternative arrangements to the generic plan in place for learners with SEND.

[The Emergency planning and response for education, childcare, and children’s social care settings](#) provides further guidance for SEND and specialist settings.

Communicating during an incident

To effectively coordinate an emergency response, each early year’s provider will need to plan what and how they will communicate with different people such as staff, parents and carers, the police and other emergency responders during an emergency or incident. Having tested communication plans and procedures, such as the one outlined below will provide a framework for handling these unique and unforeseen incidents.

Image 2: An Example Emergency Response Communication Plan

An Example Emergency Response Communication Plan	
Objective	Ensure clear communication during emergencies.
Stakeholders	Staff, parents, emergency services.
Methods	Phone calls, text messages, emails.
Frequency	Regular updates and checks.
Responsible Parties	Designated staff members.
Reporting	Documenting actions and outcomes.

Managing parents

In the event of an incident, it is inevitable parents will want to come to the setting and collect their children immediately. However early years providers must discourage parents from doing so, until the emergency services give all clear. Even then, depending on the severity and type of incident, children may need to be checked by medical teams or questioned by the police.

When considering the best ways to communicate information to parents during an emergency or ‘lockdown,’ early years providers should consider use the existing systems they have in place for sending group messages, such as social media, text, emails and discourage parents from ringing the setting directly for further updates as it will be vital your phone lines remain clear.

The initial communications to parents and carers should come from the setting, rather than the police or through social media. Settings should communicate promptly about the incident taking place to reassure



parents and carers that the situation is being effectively managed. When communicating, settings should be clear that parents and carers should temporarily stay away from the site.

A holding statement may be used to communicate with parents during an incident, for example:

*“There has been a security incident at [name of setting]. We have taken precautionary measures to evacuate/lockdown the site temporarily to keep learners safe. Our staff are looking after all learners, and the police are also on site to resolve the incident. For everyone’s safety, **please stay away from the site**. We will provide further updates using this method. We will inform you about any arrangements to collect your child/allow your child to go home when the incident is resolved, and normal activities are resumed.”*

Example A from [DfE: Protective security and preparedness for education settings](#). Further examples can be found on page 33 of this document.

You should consider how you will access your pre-prepared holding statements if you were locked down, invacuated or evacuated.

Post incident welfare

To ensure a smooth and swift recovery after an emergency you may also consider carrying out a [business continuity plan](#). This will help you to assess the impact of the event on your organisation, staff, and children and whether you are able to resume normal operations. Your plan should consider the emotional and mental impact on learners, staff and volunteers within the setting as well as parents.

Supporting staff and children after an emergency

Children and staff of any age may feel upset or have strong emotions after an emergency. Some may react immediately, while others may show signs of difficulty later. Helping them cope can keep them healthy in future emergencies.

Most people’s distress will fade over time, but those directly affected by a disaster can become upset again if reminded of the event. Recovery takes time, so it’s important to ensure they get the support they need.

For children within an early years setting, early years providers may consider the following strategies:

- Provide Opportunities to Talk: Encourage children to talk about their experiences, share concerns, and ask questions. Answer truthfully and correct any misinformation.
- Recreate Normal Routines: Return to normal routines and explain any changes. Help children understand the importance of structure.
- Be Mindful of Triggers: Be aware that reminders of the incident can upset children. Discuss how they are coping and adjust support as needed.
- Seek Professional Support: If a child remains anxious, fearful, sad, or angry, work with parents to seek professional help.

For Staff within an early years setting, early years providers may consider the following strategies:

- Hold supervision meetings where staff can discuss their experiences and feelings in a supportive environment.
- Schedule regular check-ins with mental health professionals to monitor staff well-being.
- Establish peer support groups where staff can share experiences and support each other.



- Create a safe environment by conducting thorough safety assessments to ensure the environment is secure and gradually restore normal routines to provide a sense of stability and normality.
- Signpost/ provide staff with access to Psychological Support /Crisis Counselling/ Ongoing Mental Health Support
- Offer flexible work schedules to accommodate staff needs during recovery.
- Provide training on trauma-informed care to help staff understand and manage their own and children's reactions to trauma.
- Keep staff informed about ongoing recovery efforts and any changes to procedures.
- Recognise and appreciate the efforts of staff during and after the emergency.

Additional considerations: Lockdown

If your early years setting can effectively lockdown and provide safe shelter, it's good practice to have a lockdown procedure. This should include agreed signals for lockdown and all-clear, a clear action plan detailing the steps to take during a lockdown, communication arrangements, and an alternative place of safety (e.g., a partner school, college, or leisure centre) if evacuation is necessary. [The DFE Lockdown template](#) may support early years providers in planning for lockdown arrangements within their early years setting and the example Lockdown policy framework included within the appendix of this guidance, may also help create shared understanding of each early year's settings plans and procedures.

The creation of a 'Lockdown pack or grab and go bag' may help to ensure you have key items including your plans, key contact details, a mobile phone and charger and emergency resources such as first aid kits, torches, pen, and paper, etc which may be required in situations where lockdown might be necessary.

Supporting children during lockdown situations

When making plans for lockdown early years providers will need to consider ways in which children can be kept calm and occupied during an emergency lockdown where there is danger on site. Some strategies early years providers may consider to help manage the situation may include:

- Encouraging staff to maintain a calm demeanour and use a soothing voice to help children feel safe and provide reassurance that they are being protected.
- Providing quiet activities: which are engaging but also quiet. These might include:
 - Storytelling either reading from a book or telling stories from memory.
 - Playing quiet whisper games like "I Spy" or "Simon Says" to keep noise levels down.
 - Providing paper and crayons for children to draw or colour quietly.
- Using distraction techniques such as quietly singing soft songs, quietly reciting nursery rhymes or using finger puppets or small toys to create a quiet puppet show.
- Allowing children to hold comfort items like a favourite toy or blanket and if possible and provide soft cushions or rugs for them to sit on.
- Involving children in breathing exercises to help them stay calm. For example, "smell the flower, blow out the candle" technique.

Staff may find it helpful to prepare these activities in advance and practice them during drills, to help ensure that children remain calm and occupied during an actual emergency lockdown.



Run, Hide and Tell

The "Run, Hide, Tell" procedure is part of the UK's national guidance for responding to a terrorist or violent incident.

It's a simple three-step message to help people stay safe during a violent incident:

1. **RUN** – If there is a safe route, run to a place of safety.
2. **HIDE** – If running isn't possible, hide and stay quiet.
3. **TELL** – When it's safe, call 999 and tell the police what's happening.

For early years children, the approach must be age-appropriate, calm, and reassuring. The UK government's [Protective Security and Preparedness for Education Settings guidance \(April 2025\)](#) includes specific advice for early years.

Additional Considerations: Bomb Threats

For the purposes of this guidance, a bomb threat is where an individual places an article or communicates information with the intention of inducing a person to believe that something is likely to explode or ignite causing harm within an educational setting.

Bomb threats containing accurate and precise information, and received well in advance of an actual attack, are rare occurrences. Most bomb threats are hoaxes designed to cause fear and disruption. Terrorists and others may make hoax bomb threat calls to intimidate the public, to draw attention to their cause and to mislead police.

The 4 Cs (Confirm, Clear, Control and Communicate)

Confirm – whether or not the item has suspicious characteristics

- This is a critical part of the process and should be considered using all available information to hand before using the **HOT** protocol to judge whether an item seems suspicious
- If you believe the item is suspicious and presents a possible risk to life, then consider the item as suspicious with relevant partners and continue with the 4 Cs protocol (Confirm, Clear, Control and Communicate). These should all be considered concurrently.

Clear – the immediate area

- Do not touch the item
- Take charge and move people away from the item
- Consider evacuation procedures to quickly alert people to clear the area and move to pre-arranged muster points based on the size and location of the item
- Consider invacuation procedure if a suspicious item is found in a setting's car park and staying away from windows to avoid possible injury from flying glass and debris in the case of a bomb threat.

Control – access to the unsafe area

- prevent others from approaching the unsafe area
- keep eyewitnesses on hand so they can tell police what they saw and try to obtain the contact details of witnesses before they leave



Communicate –

- Inform your senior staff and any security officers, explain why you consider the item suspicious.
- Do not use radios or phones within 15 metres of the item, this is about the length of 3-4 cars.
- Call 999 to alert the police.

HOT protocol

Hidden?

- has the item been deliberately hidden, or has a deliberate attempt been made to conceal it from view.

Obviously suspicious?

- are there wires, circuit boards, batteries, tape, liquids or putty-like substances visible?
- has the item been found after seeing suspicious behaviour? Ask if anyone nearby has left the item or saw who did. You could use CCTV, if available.

Typical of what you would expect to find in this location?

- consider whether unusual looking tools, devices or cables are likely to have been left innocently by others or maintenance staff working in the area • does it look typical of what would be expected to be in that location?

Summary

Having a well-defined and practiced emergency procedure will help to ensure that settings are planned, prepared, and in the best place to protect the children and staff in their organisation.

While it's impossible to predict every scenario, being prepared can significantly reduce panic and improve response times during real emergencies. This preparation is especially important for early years providers, as it ensures the safety and well-being of both children and staff. Regular drills and clear communication can make a big difference in how effectively everyone responds when the unexpected happens.



Appendix 1: Key Guidance and resources

- [Protective security and preparedness for education settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk)
Aims to deter terrorist attacks and other security problems in education settings by rolling out good security practices
- [DFE Guidance Emergency planning and response for education childcare and children's social care settings](#) Non-statutory guidance to help settings plan for and respond to a range of emergencies. The guidance also includes a link to an emergency plan template and other useful resources. [Emergency Planning and Response Template](#)
- [ACT for Education E learning](#). E-learning course focused on embedding a security minded culture, identifying security vulnerabilities and suspicious activity, and how to respond to an incident.
- [The Governments Emergency Alert System](#) The Government's emergency alerts system is now operational and will send alerts to all compatible 4G and 5G devices in England if there's a danger to life nearby. You'll be able to check if an alert is genuine. It is recommended that emergency plans are reviewed to include relevant processes in case of an emergency alert in your area.
- [Protect UK Protective Security Advice and Guidance Protect UK](#) Protect UK provides free advice, guidance and learning to help businesses and communities understand protective security and improve their response to the risk of terrorism.
- [Run-hide-tell](#) What to do in the event of a terrorist attack. Guidance issued by Counter Terrorism Policing for members of the public. Includes printable Leaflet to advise in an event of a terrorist attack and a video to explain the steps to take in an event of a terrorist attack
- HOT Protocol for suspicious or unattended items: <https://www.youtube.com/watch?v=qzJClG1UrVA>
- [Security Minded Communication](#) helps protect an organisation by viewing existing and planned communication through the eyes of someone intending to cause harm.
- [School and college security](#) is non-statutory guidance to help schools and colleges develop policies and plans to manage and respond to security related incidents

Wider Guidance and Support

- **The CSW Resilience Team** The Coventry Solihull & Warwickshire Resilience Team continually works closely with a wide variety of organisations in order to develop and deliver a number of short interactive and informative free sessions for communities in Coventry, Solihull, and Warwickshire. <https://cswprepared.org.uk/>
- **Guidance to help schools and colleges manage their security effectively so they can meet their obligations.** <https://www.gov.uk/government/publications/school-and-college-security>
- **NHS Support** <https://www.england.nhs.uk/london/our-work/mental-health-support/help-and-support/>

Useful blogs

[Responding to emergencies | early years alliance \(eyalliance.org.uk\)](#)

[Emergency planning information and resources | early years alliance \(eyalliance.org.uk\)](#)



Appendix 2: The Role of the Security Lead for Emergency situations

It can be helpful to appoint a Security Lead for emergency situations.

Depending on the size of the EY setting, it may be that there will a Security Lead for the overall emergency planning arrangements and to have designated leads for specific aspects e.g. site security, as well as incident responders)

Key aspects of their role may include:

- Developing, maintaining and updating policies and plans which promote a good security culture and deters someone intending to cause harm from targeting your setting.
- Conducting regular security assessments to identify potential risks and vulnerabilities within a setting, facility or environment
- Determining how staff should respond effectively to different types of incidents
- Ensuring the settings emergency plans are shared with all staff including managers/management committee, other site users including contractors or delivery provision to site (e.g. Lunches), parents/guardians, the emergency services (Police, Fire service, Ambulance Service), utilities, the Local Authority, Ofsted.
- Making sure all staff understand their security roles, are properly trained, and know how to respond in emergencies.
- Liaising with police, emergency services, and the local community to ensure clear communication, strong partnerships, and a safer environment
- Ensuring children are involved in emergency planning in an age-appropriate way, understand the signals which will be used and know how to respond to these.
- Ensuring that up-to-date emergency contact details for staff and children are held securely but also easily accessible to the lead person/ senior staff in the event of an emergency.
- Creating the wording for a text or phone message that will be issued if required.
- Ensuring that emergency plans are practised, monitored, and reviewed regularly.
- Ensuring that procedures are in place to provide support to staff and children's emotional wellbeing and health following an emergency situation.
- Overseeing and assigning tasks during an incident. The security lead usually takes charge, but there should be one or two trained people available to deputise during any absence.



Appendix 3: Emergency Lock Down Policy Framework

Please note this is a Lockdown Policy Framework should not be used in its entirety. When using this policy framework, each individual setting should reflect upon their own policies and procedures and adapt the policy framework based upon these.

Additional elements to consider are included within the policy and are highlighted in yellow. Settings should consider these points in relation to their own policies and procedures and include reference to these points when relevant.

Lockdown

Policy statement

(Insert name of setting) is committed to providing a safe environment for all. In the event of a threat, such as an intruder, hazardous material, or severe weather, a lockdown procedure will be implemented to protect everyone on site.

The purpose of this policy is to ensure the safety and security of all children, staff, and visitors in the event of a lockdown situation.

This policy applies to all staff, children, parents, and visitors at **(insert the name of setting)**

Emergency Lock down procedure

At **(insert name of setting)** We will use the lock down procedure when the safety of the children, staff and others on the premises are at risk and we are better placed inside the current building, with doors and windows locked and blinds and/or curtains closed.

We will activate this emergency procedure in response to a number of situations, but some of the more typical might be:

- A report incident or disturbance in the local community (with potential to pose a risk to staff and children in the nursery).
- An intruder on the nursery site (with potential to pose a risk to staff and children in nursery).
- A warning being received regarding a local risk of air pollution (smoke plumes, gas cloud etc).
- A major fire or explosion in the vicinity of the nursery – as long as it is safer staying in the premises than leaving.

At **(insert name of setting)** the staff will be notified by the following action:

The lockdown will be initiated by a designated signal:

Signal for lock down (e.g. bell being rung, whistle blown etc.)

Signal for all-clear (i.e. different from signal for lock down)

Activation of Lockdown

- The lockdown will be initiated by a designated signal (e.g., a specific alarm sound or announcement).



- All individuals (including children) will remain in the area they are in, if safe to do so. If the children are outside, staff are to promptly and calmly direct children into the building, if this will not endanger them.
- Staff will immediately make efforts to close / secure all windows and lock doors wherever safe to do.
- Curtains and blinds will be closed where possible.

During Lockdown

- All children and staff will stay in their designated areas and will be kept away from the windows and doors.
- If inside children will be occupied in the safest area of the room so they are not placed at risk or are able to see any situation developing outside.
- Staff will follow instructions from the manager or designated person in charge and will not leave the premises until the all-clear is given.
- Internal communications will be kept to a minimum.
- Communication between rooms will be through internal telephones, intercom systems, two-way radios, or mobile phones.
- The manager will ensure all children, staff and visitors are accounted for and safe before returning to the office area to keep up to date with the current situation.
- The manager or acting manager will manage the situation dependent upon the information available.
- If the nursery is in immediate danger of an intruder, the police will be called as a matter of urgency. In other cases where the situation has been alerted by the police or local area authority then the nursery will await further instructions.

Parents will be informed about the situation at the earliest safest opportunity and will be kept updated when the information changes.

Post-Lockdown:

- Once the threat has been resolved, an all-clear signal will be given by the designated person/ emergency services.
- After this time, the staff will try to return to normal practice to enable the children not to be disrupted or upset by the events.
- A post-incident evaluation will be conducted to review the effectiveness of the lockdown procedure and identify areas for improvement. Focus of this evaluation should centre around whether each child and staff member were supported fully, and the procedure went as planned.
- Ofsted will be informed.
- Parents will be updated and reassured about the safety of the children.
- Any children showing worries or concerns will have one to one time with their key person to talk about these.

Staff development and training

All staff will receive training as part of their induction and also through regular staff meetings to ensure they feel capable and confident in responding to and following the settings emergency lockdown procedure.

Staff training will cover an introduction to lockdown procedures, roles and responsibilities of the designated lead and all staff, lockdown procedure steps communication Protocol the use of the lockdown pack.

Regular drills will also be held (insert frequency e.g. monthly, quarterly) to ensure everyone is familiar with the procedures.



Monitoring and Reviewing

This policy will be reviewed annually or following a lockdown incident to ensure its effectiveness.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>[Insert date]</i>		<i>[Insert date]</i>



Appendix 4: Fire Safety Policy Framework

Please note this is a Fire safety Policy Framework should not be used in its entirety. When using this policy framework, each individual setting should reflect upon their own policies and procedures and adapt the policy framework based upon these.

Additional elements to consider are included within the policy and are highlighted in yellow. Settings should consider these points in relation to their own policies and procedures and include reference to these points when relevant.

Fire Safety

The purpose of this policy is to ensure the safety of all children, staff, and visitors in the event of a fire.

This policy applies to all staff, children, parents, and visitors at [Your Early Years Setting].

Policy Statement

[Insert nursery name] is committed to providing a safe environment for all. We will take all necessary precautions to prevent fires and ensure everyone knows what to do in the event of a fire.

The *manager/*designated fire marshal is [insert name].

We ensure the nursery premises are compliant with fire safety regulations, including following any major changes or alterations to the premises. The *manager/*designated fire marshal ensures we have all the appropriate fire detection and control equipment (e.g. fire alarms, smoke detectors, fire blankets and/or fire extinguishers) are in working order and seeks advice from the local fire safety officer, as necessary.

They also have overall responsibility for the fire drill and evacuation procedures. These are carried out and recorded for each group of children every three months or as and when a large change occurs, e.g. a large intake of children or a new member of staff joins the nursery. These drills are planned to occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

All staff receive fire safety and evacuation training (including as part of induction) to help them understand their roles and responsibilities. This includes the steps they must take to ensure the safety of children, for example keeping fire doors free from obstruction, how to safely evacuate the children and where the evacuation meeting point is situated. Each room has a specific evacuation plan, which includes information such as evacuating non-mobile babies and using alternative exits depending on where the fire may be situated.

The *manager/*designated fire marshal checks fire detection and control equipment and fire exits in line with the timescales within the checklist below.

Fire checklist

	Who checks	How often	Location



Escape route/fire exits (all fire exits must be clearly identifiable)			
Emergency lighting			
Fire extinguishers and blankets			
Evacuation pack			
Smoke/heat alarms			
Fire alarms			
Fire doors closed, in good repair, doors free of obstruction and easily opened from the inside			

A deputy fire marshal is appointed to oversee this role when the fire marshal is absent.

Registration

An accurate record of all staff and children present in the building must be kept at all times and children/staff must be marked in and out on arrival and departure. An accurate record of visitors is kept in the visitor's book. These records are taken out along with the register and emergency contacts list in the event of a fire.

No smoking/vaping policy

The nursery operates a strict no smoking/vaping policy – please see this separate policy for details.

Fire drill procedure

On discovering a fire:

- Calmly raise the alarm by *blowing the whistle/*ringing the bell/*breaking the alarm glass
- Immediately evacuate the building under guidance from the *manager on duty/*fire marshal (Collecting children's room register, where applicable)
- Using the nearest accessible exit lead the children out, assemble at [*insert fire assembly point location*]
- Close all doors behind you wherever possible.
- [*Insert any specific instructions for evacuation of children or adults located above or below ground level*]
- [*Insert any specific instructions for evacuating babies*]
- [*Insert any specific instructions for evacuating children or adults with mobility difficulties*]
- Do not stop to collect personal belongings on evacuating the building.
- Do not attempt to go back in and fight the fire.
- Do not attempt to go back in if any children or adults are not accounted for
- Wait for emergency services and report any unaccounted persons to the fire service/police.
-

If you are unable to evacuate safely:



- Stay where you are safe.
- Keep the children calm and together.
- Wherever possible alert the manager of your location and the identity of the children and other adults with you.

The *manager/*fire marshal/*team leader is to:

- Pick up the central children’s register, where applicable, staff register, nursery mobile/phone, keys, visitor book and fire bag/evacuation pack (containing emergency contacts list, nappies, wipes, and blankets).
- Telephone emergency services: dial 999 and ask for the fire service.
- In the fire assembly point area – **[insert location]** check the children against the register.
- Account for all adults: staff and visitors.
- Advise the fire service of anyone missing and possible locations and respond to any other questions they may have.

Remember

- Do not stop to collect personal belongings on evacuating the building.
- Do not attempt to go back in and fight the fire.
- Do not attempt to go back in if any children or adults are not accounted for.

This policy is updated at least annually in consultation with staff and/or after a fire evacuation practice and/or fire.

This policy was adopted on	Signed on behalf of the nursery	Date for review
[Insert date]		[Insert date]



Appendix 5: Critical Incident Response Policy Framework

Please note this is Critical Incident Response Policy Framework should not be used in its entirety. When using this policy framework, each individual setting should reflect upon their own policies and procedures and adapt the policy framework based upon these.

Additional elements to consider are included within the policy and are highlighted in yellow. Settings should consider these points in relation to their own policies and procedures and include reference to these points when relevant.

Policy statement

At [insert name of setting] we understand we need to plan for all eventualities to ensure the health, safety, and welfare of all the children we care for. With this in mind, we have a critical incident policy in place to ensure our setting is able to operate effectively in the case of a critical incident.

These include:

- Adverse weather conditions such as flood or snow.
- Heating System failure.
- Burst Water Pipes.
- Fire, bomb threat, explosion, terrorist attack.
- Burglary
- Abduction or threatened abduction of a child.
- Death of a member of staff or a child.
- Assault on a member of staff or a child.
- Serious accident or illness.
- Any other incident that may affect the care of the children in the nursery.

If any of these incident's impact on the ability of the setting to operate, we will contact parents via [insert means of contact] at the earliest opportunity, e.g. before the start of the day.

Flood

There is always a danger of flooding from adverse weather conditions, which cannot be anticipated. We cannot anticipate adverse weather; however, we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding in this way. Our central heating systems are checked and serviced annually by a registered gas engineer, and they conform to all appropriate guidelines and legislation.

If flooding occurs during the nursery day, the Manager in charge will make a decision depending on the severity and location of the flooding, and it may be necessary to follow the evacuation procedure.

Should the nursery be assessed as unsafe through flooding, fire, or any other incident we will follow our operational plan and provide *care in another location.

Snow

If heavy snow fall is threatened during nursery hours, the Manager in charge will consider the safety of the children, their parents and the staff when deciding whether or not to close the nursery. Parents will be contacted for collection of their child.

In the event of staff shortages due to snow, bank staff will be contacted. The children may be grouped differently until they arrive. If, having explored all avenues, we are unable to maintain statutory ratio



requirements, Ofsted will be informed, and advice sought. If the safety, health, or welfare of the children is compromised, the Manager in charge will take the decision to close the nursery.

Fire

In the event of a fire, our normal fire procedures will apply, and the building will be evacuated as above. Please see refer to our fire safety policy for more information.

Bomb Threat / Terror Attack

If a bomb threat is received at [insert name of setting] the person taking the call will record all the details given over the phone as soon as possible and raise the alarm as soon as the telephone call is terminated.

[Insert name of setting] will follow the fire evacuation procedure to ensure the safety of all on the premises, and will provide as much details to the emergency services as available. The move to the secondary evacuation point will be made as soon as possible, and advice would then be sought from the police as to further steps required.

Burglary

[Insert name of setting] follows a lock up procedure. All doors and windows are closed and locked before the premises are vacated. Alarm systems are installed and are in operation during the hours that the nursery is closed.

The opening manager checks the premises as they arrive in the morning. Should they discover that the nursery has been broken into, they will:

- Dial 999 (police) with many details as possible- i.e. name and location, details of what they have found, and emphasise that this is a nursery, and the children will be arriving soon.
- Contain the area so that no-one enters until the police arrive. If all areas have been affected, the opening manager will follow police advice and may then follow the emergency closure procedure.
- The opening manager will help the police to identify items missing, area of entry etc....
- The Ofsted Nominated Person will be informed, if not already there, so that they are available to speak to and reassure parents.
- The Nominated Person will assess the situation following a theft and ensure parents are kept up to date with developments relating to the operation of the nursery.

Abduction or threatened abduction of a child

At [insert name of setting] we take the safety and welfare of the children in our care extremely seriously and have secure safety procedures in place to ensure children are safe whilst within our care. This includes safety from abduction.

Staff are vigilant at all times and report any unauthorised persons seen around the property to the nursery manager in charge. All doors are to the setting are key coded/ key fob operated and can only be opened by staff members, who will carry our identify checks before allowing anyone in.



Children will only be released into the care of a designated adult- see collection of children policy.

Parents are requested to inform the nursery of any potential changes to family circumstances as soon as they arise so that the staff are able to support the child/ren and families involved.

If a parent arrives to collect their child, the nursery will not restrict access unless a court order is in place. Parents are requested to issue the nursery with a copy of these documents should they be in place. At **[insert name of setting]** we will seek legal advice with regards to any concerns over custody and relay any information back to all parties involved.

If a member of staff witnesses an actual or potential abduction from nursery, the following procedures will be followed:

- **The police must be called immediately.**
- **The staff member will notify the nursery manager in charge immediately.**
- **The parents will be contacted.**
- **All other children will be kept safe, secure, and calmed down where necessary.**

Death or serious injury of a member of staff or child

In this incidence, the manager in charge would need to take charge of the situation. Priority would be:

1) to get emergency assistance ringing 999 giving full details of the person, location, incident, and medical situation.

1) A parent or next of kin should be contacted immediately,

2) Warwickshire County Council should be contacted for support in contacting all the necessary agencies that need to be informed of the incident, including Ofsted, Family Connect and Health and Safety Executive. They will also provide support for the nursery itself.

3) The staff team must be updated and debriefed.

4) Children must be managed and reassured.

5) The settings insurance company must be informed.

6) With legal advice, management must decide what will be said to the media if necessary to ensure consistency. Advice may also be given by Warwickshire County Council Early Years Quality, Standards and Safeguarding Team.

7) A factual report must be written, using clear, specific language giving the facts about what happened.

8) There must be a review of the procedures in the nursery, to see if lessons can be learnt from the incident, and an assessment made on the ongoing risk of this happening again.

9) Counselling may be offered to those in need.

In the sad event that the settings is notified of a child's death outside of the nursery, there may well be ongoing actions and issues that need to be addressed. These can include distress for staff, children, and parents, as well as social care and police investigations, and possible media interest.



There is not a statutory duty for the setting notify Ofsted or Social Care. However, if we felt that this incident was a safeguarding issue, we would follow the normal Safeguarding Children Policy and Procedures.

Pandemic / Epidemic

In the event of a pandemic/epidemic situation the setting will take advice from the local authority health care guidelines, government on closing. If necessary, parents will be contacted by phone / email and informed of any closures.

Other Incidents

All incidents will be managed by the senior manager in charge, and all the staff will co-operate with any emergency services on the scene. Any other incident that requires evacuation will follow the fire procedures. Other incidents will be dealt with on an individual basis taking into account the effect on the safety, health and welfare of the children and staff at the nursery.

Critical Incident Procedures

In the event of an emergency, our primary concern at [insert name of setting] will be to ensure that both the children and the staff are kept safe. If it is necessary to evacuate the nursery, the following steps will be taken:

- All children will be escorted from the building and taken to the assembly point at the front of the building outside [insert named assembly point here], and if necessary to the secondary point at [insert named assembly point here].
- No attempts will be made to collect personal belongings, or to re-enter the building after evacuation.
- The manager in charge, or if appropriate, another nominated individual will check the premises providing that this does not put anyone at risk.
- Before leaving the building, the manager in charge will close all accessible windows and doors providing that this does not put anyone at risk.
- The manager will take the red folder containing the register and the blue folder containing contact information from the office whilst the room leader(s) will take the room registers and the register will be taken, and all the children and adults will be accounted for.
- If any person is missing from the register, the emergency services will be informed immediately.
- The manager, admin manager/nominated person will contact parents to collect their children.
- If the registration is affected, we will inform the local authority & Ofsted of its closure.
- The nursery manager will notify Ofsted in the event of a critical incident.

This policy was adopted on	Signed on behalf of the nursery	Date for review
[Insert date]		[Insert date]



Appendix 6: Bomb Threat Checklist

Additional questions to ask the caller

Bomb threat checklist

Keep this document in one or more places where it can be grabbed in seconds by any member of staff receiving a bomb threat.


- Remain calm and keep the person talking
- Can you record the conversation?
- Can you signal a colleague to dial 999?
- Can you get a message to the Security Lead?
- Write down exact wording on checklist
- What can you tell from call? Gender, accent, age, background noise etc
- Dial 1471 after. Do not delete the message

Question	Notes
Where exactly is the bomb?	
When is it going to explode?	
What does the bomb look like?	
What kind of bomb is it, if known?	
How will it be detonated?	
What is your name?	




Appendix 7: DFE templates

[Self-assessment emergency incident planning checklist.docx](#)

 Department for Education		
<h3>Self-Assessment Emergency Incident Planning Checklist</h3>		
The checklist below sets out critical information which should be included in your plans as a minimum. If you answer NO to any of the questions below, you should review your plans/arrangements and consider developing them. Any residual risks should be recorded and managed appropriately.		
Critical/Emergency Incident Planning	Yes/No	Comment/Action
Site and building security checklist		
Are your buildings secure during operating hours?		
Can public access be restricted?		
Are your identification arrangements robust?		
Do you have a process for dealing with a security alert?		
Do you regularly review your security arrangements?		
Site plan		
Does your plan clearly mark all points of entry?		
Does your plan include locations of hazardous chemicals, gas / electric / water shut of valves?		
Does it clearly indicate safety equipment such as fire extinguishers, evacuation chairs etc?		
Does your plan clearly identify safe zones / lockable rooms?		
Does your plan indicate which areas are covered by CCTV?		
Is your plan regularly reviewed?		
Business Continuity plans		
Do these arrangements identify critical activities?		
Do these arrangements identify contingency arrangements?		
Are these arrangements reviewed (at least every 12 months) plus following activation and/or implementation?		
Have these arrangements been tested/exercised in the last 12 months?		
Do they include a Communications Plan?		
Do they include a Short-term loss or shortage of staff or skills plan?		
Do they include information about how a closure or partial closure of the premises / facilities would be managed?		
Do they include a how you would manage a technology failure?		
Do they include information about Suppliers and Contractors failure?		
Have these arrangements been tested?		
Are these arrangements regularly reviewed?		
Evacuation plans		
Are Incident Control Offices and deputies clearly identified?		
Do these arrangements include on-site evacuation point(s)?		
Do these arrangements include alternative off-site evacuation point(s)?		

Are these arrangements regularly reviewed (at least every 12 months) and following an incident?		
Are these arrangements regularly tested?		
Do your Bomb Alert plans include		
Do these arrangements include on-site evacuation point(s)?		
Do these arrangements include alternative off-site evacuation point(s)?		
Does your plan include Bomb Threat and Suspicious Package procedures?		
Are these arrangements regularly reviewed (at least every 12 months) plus following activation and/or implementations?		
Have these arrangements been tested?		
Shelter (Invacuation) Plan		
Do the arrangements include designated rooms?		
Do they include actions to mitigate the risk of harm/injury?		
Are these arrangements regularly reviewed (at least every 12 months) plus following activation and/or implementations?		
Have these arrangements been tested?		
Lockdown plan		
Do the arrangements include designated rooms?		
Do they include actions to mitigate the risk of harm/injury?		
Do they include information about equipment that could be used as a weapon?		
Are these arrangements regularly reviewed (at least every 12 months) plus following activation and/or implementations?		
Have these arrangements been tested?		
Post Incident Support Checklist		
Do your arrangements clearly identify sources of help?		
Do your arrangements include communication plans?		
Do your arrangements include how you would support students, parents/carers and staff?		
Summary		
Do you ensure that the following groups are aware of all of the above plans?	Yes/No	Comment/Action
Staff (inc Volunteers)		
Governors		
Students		
Contractors		
Visitors		
Do you ensure that the following groups are suitably trained to respond to incidents and emergencies?		
Staff (inc Volunteers)		
Governors		
Students		
Contractors		
Is this training/information regularly reviewed including following activation/implementations of any of the above plans/arrangements?		

[DFE Business continuity plan template and checklist.docx](#)


 Department for Education			
<h3>Business Continuity Plan Templates & Checklists</h3>			
Business Continuity Documents	Yes/No	Owner/ICO	Action/Comment
Site and building security checklist			
Site plan			
Business Continuity plans			
Communications Plan			
Short-term loss or shortage of staff or skills plan			
Premises / facilities			
Technology			
Suppliers and Contractors			
Evacuation plan			
Bomb Alert plan			
Shelter (Invacuation) plan			
Lockdown plan			
Post Incident Support Checklist			
Insurance Providers		Contact Information	
Current Suppliers / Contractors		Contact Information	
Other Useful Contacts		Contact Information	
Trust / Diocese			
LA			

Also consider using grab and go emergency response boxes which contains useful information, including your plans, and emergency resources such as first aid kits, torches, pen and paper, etc.

Business Continuity Actions	Completed (sign date)	Comments / Further information
Invoke the relevant emergency action plan, i.e. evacuation and deal with the immediate emergency/incident		
Undertake post incident support activities and evaluate the impact of the incident		
Consider:		
Which School/college activities are disrupted?		
What is the impact of these activities being disrupted?		
Are there any critical activities approaching (exams etc)?		
Plan how critical activities will be maintained (using your Business continuity plans below) giving consideration to:		
Immediate priorities		
Communication strategies		
Deployment of resources		
Finance		
Monitoring the situation		
Reporting		
Stakeholder engagement		
Log all decisions and actions, including what you decide not to do and include your decision making rationale		
Log all financial expenditure incurred		
Complete a lessons learnt log, what went well? What didn't? (see debrief and lessons learnt)		
Complete a post incident review		
Implement any improvements or findings, such as:		
Do emergency action plans need updating/enhancing?		
Do policies need amending?		
Are building improvements necessary?		
Are there any training and development needs?		



[DFE Evacuation template.docx](#)

 Department for Education

Evacuation Template

If the threat is within the venue (eg fire, gas leak, structural failure etc **but not** bomb alerts (see Bomb Alert template) the responsible person should consider evacuation, but if the threat or incident is outside the venue it may be safer to stay inside.

Alarm or signal

Signal for whole building evacuation	Fire Alarm
Signal for stand down / all-clear	Public Address (PA) announcement – <i>[insert message]</i>

Incident Control Officers & Response Team

Role	Name	Emergency Contact Number
Incident Control Officer		
Deputies		
Communications Officer		

Other useful contacts:

Role	Name	Emergency Contact Number

Information for emergency services

Include a map and information such as location of gas shut off valves, storage of on-site chemicals, etc


Assembly points

- 1.
- 2.
- 3.

Secondary (alternative) assembly point / place of safety
(for example, partner school / college / leisure centre) **must be pre-arranged**

Name of venue	
Type of venue	
Contact name	
Contact telephone number	
Include useful info such as distance from school, directions, capacity, opening hours	

[DFE Lockdown template.docx](#)

 Department for Education

Lockdown Template

There are important differences between the lockdown and shelter arrangements. Lockdown is necessary when children and staff need to be **locked** within buildings for their own safety i.e. in an emergency situation such as a hostile intruder, terrorist attack or other criminal activity.

Signals

Alarm or signal for lockdown shelter	<i>[insert]</i>
Signal for stand down / all-clear	<i>[insert]</i>

Incident Control Officers & Response Team

Role	Name	Emergency Contact Number
Incident Control Officer		
Deputies		
Communications Officer		

It is important to remember that it is very much **the exception** to evacuate a building in the event of a hostile intruder. Unless the location of the intruders is known, a "blind" evacuation may be putting people in more danger (e.g. from an intruder or device at one of the entrances/exits) than if they had remained within the building.

Rooms most suitable for lockdown
1 Classrooms
2 Hall
3 Sports hall
4 Offices

It is important to make sure that items that could be used as weapons (kitchen implements, sports equipment, tools, cleaning products) are securely locked away when not in use.

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.

Two-way radios
Classroom telephones
Mobile phones
Instant messaging / email
Other (TV's / Whiteboards / etc)

Alternative place of safety in the event that it is considered necessary to leave site
(for example, partner school/college / leisure centre) **must be pre-arranged.**

Name of venue	
Type of venue	
Contact name	
Contact telephone number	
Useful info such as distance from school, directions, capacity, opening hours	


Other useful contacts:

Name	Emergency Contact Number


Action Plan	Completed by (sign and time)
Sound Alert - Activate lock-down procedures immediately	
Dial 999	
Direct all children, staff, parents and signed in visitors to the nearest safe place (this may be dependent on what and where the risk is)	
Secure rooms and take action to increase protection from attack - Lock and barricade doors and windows	
Close windows / blinds	
Turn off the lights, fans or mobile air conditioning units (this will reduce noise and the risk of exposure to any chemical/biological attack)	
Hide, sit on the floor under desks, and away from windows	
Stay as silent as possible - put any mobile devices to silent (consider writing / displaying instructions on whiteboards / TV's etc as long as it can't be seen by the intruder)	
Ensure that students, staff and visitors are aware of an exit point in case the intruder does manage to gain access	
If possible, check for missing / injured students, staff and visitors	
Keep doors and windows locked shut and remain inside until an all-clear has been given, or unless told to evacuate by the emergency services	



[DFE Shelter Invacuation template.docx](#)

 Department for Education Shelter (Invacuation) Template		
<p>There are important differences between the lockdown and shelter arrangements. Shelter arrangements should only be used when it is not necessary to protect staff and students from intruders. Lockdown is necessary when children and staff need to be locked within buildings for their own safety i.e. in an emergency situation such as a hostile intruder, terrorist attack or other criminal activity. If the threat or incident is outside the venue it may be safest to go / stay inside, but the responsible person should consider evacuation.</p>		
Signals		
Alarm or signal to seek shelter		<i>[insert]</i>
Signal for stand down / all-clear		<i>[insert]</i>
Incident Control Officers & Response Team		
Role	Name	Emergency Contact Number
Incident Control Officer		
Deputies		
Communications Officer		
<p>Depending on the nature of the incident it may be necessary to stay inside for a prolonged period of time, and in some extreme cases this could be overnight. It is therefore important to ensure that any medical needs are prepared for in advance.</p>		
Action Plan	Completed by (Sign and time stamp)	
Determine whether to evacuate or invacuate		
If invacuate, where will you instruct staff and students to go?		
Sound alert		
Ensure all students and staff are inside the school/college building		
If appropriate, move students away from the incident (e.g. to the other side of the building)		
Do you need the emergency services?		
If sheltering from an environmental hazard (e.g. a smoke or chemical spill) ensure all doors and windows are closed and ventilation / air circulation systems are switched off		
Complete roll call for students, staff and visitors. Are any missing or injured?		
Reassure students and keep them calm, if possible return to normal classroom based activities		
Notify parents / carers of the situation and provide advice, instruction and reassurance		
Remain inside until an all-clear has been given, unless emergency service advice if different		

[DFE Post incident support checklist.docx](#)

 Department for Education Post Incident Support Checklist	
<p>Most important is the health and wellbeing of all those involved and or affected by the incident or events. Where necessary, schools should seek help from the Department and external organisations.</p>	
Post incident support - assistance for students, parents / carers and staff	Completed Sign / time / date
Identify students, parents/carers and staff who may be particularly affected by the incident	
Consider requesting support from educational professionals and or other organisation (such as the Local Authority, Academy Trust, Samaritans, Teacher Support Network, NSPCC etc. that are suitably trained)	
Offer students and staff the opportunity for psychological support and counselling	
Ensure staff and students know that support is available and arrange access to these services as necessary	
Ensure that staff and students have access to breakout areas where they can take timeout	
Consider how it is appropriate to debrief all staff and students, and by whom	
Provide opportunities for students to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage students from talking about their experiences. Consider creating a safe space for students to record messages, and/or utilising IT	
Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this	
Make arrangements to express sympathy to those who have been hurt. Consider encouraging students to send cards / messages to those affected	
Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention	
Cancel or rearrange any events which are inappropriate	
Be sensitive about the demands on staff and students (e.g. deadlines for coursework, imminent exams, duties and burdens) where appropriate consider deferring/cancelling activities	
Send a communication (letter/email) to debrief parents / carers with information about: the nature of the incident, action taken, arrangements for support, what further actions the school/college is taking (i.e. lessons learned), who they can contact to discuss further	
Provide parents / carers with appropriate updates and information	
Do not make public any sensitive / confidential information about individuals	
Consider organising an event for parents / carers to discuss any issues or concerns they might have	
If students or staff who were particularly affected by the incident leave school/college consider notifying the headteacher of the new school/college ensuring confidentiality and sensitivity	
Ensure that new staff and students are aware of the incident, and how it affected the school/college community	
Follow return to work / school/college procedures to make returning to school/college as easy as possible	
Ensure that the appropriate support is in place for as long as necessary	
Additional consideration should be given to:	
Funeral arrangements and religious activities	
Remembrance activities and memorials, including how it is appropriate to mark anniversaries etc	
Support families and the local community if affected by the incident (e.g. community events, fund raising).	
Any media activities	
Any building works including and security or safety improvements	



Who to Notify in an Emergency?



CALL 999

- Danger to life (inc. bomb threats)
- Medical Emergency
- Fire



CALL THE EARLY YEARS EDUCATION SERVICES

- Notify the local authority of an incident



CALL YOUR PROPERTY SERVICES

- Damage to the building or site



CALL YOUR IT SERVICES

- Computer or telephony issues
- Cyber-attack



CALL YOUR HR

- Staff shortages due to high volume of absence
- Advice on post-incident support of staff



CALL YOUR WELL BEING SERVICES

- Post-incident support for pupils



CALL YOUR COMMUNICATIONS TEAM

- Create a joint media message for the incident



SCHOOLS ONLY: CALL CSW RESILIENCE TEAM

- Off-site evacuation
- Advice during major emergencies

PLEASE INCLUDE THE APPROPRIATE CONTACT DETAILS BELOW

EDUCATION SERVICES (LA)	EARLY YEARS 01928 742547 (earlyyearsadvisors@warwickshire.gov.uk)
PROPERTY SERVICES (OR CONTRACTOR)	
IT SERVICES	
HR	
WELLBEING SERVICE	
COMMUNICATIONS TEAM	
C SW RESILIENCE TEAM (SCHOOLS)	Emergencies only: please request our duty number General enquiries: cswrt@warwickshire.gov.uk

