FULWELL INFANT SCHOOL ACADEMY

LOCKDOWN, INVACUATION AND SECURITY INCIDENT POLICY

Academic Year 2026/27

Policy owner	Headteacher / Senior Leadership Team
Approved by	Academy Trust / Governing Body in accordance with Trust arrangements
Effective date	September 2026
Review date	September 2027, or sooner following a significant incident, change in guidance, premises or risk
Related documents	Emergency Plan; Fire/Evacuation Procedure; Health & Safety Policy; Safeguarding/Child Protection Policy; Premises Risk Assessment; Business Continuity Plan; First Aid arrangements
Key external guidance	DfE School and College Security Guidance (updated 3 July 2026); DfE Protective Security and Preparedness for Education Settings (updated 28 April 2025); DfE Emergency Planning and Response guidance; relevant police/local authority advice

1. Purpose and rationale

Fulwell Infant School Academy recognises that, although serious security incidents are rare, it must have clear arrangements for protecting pupils, staff, volunteers, contractors and visitors. This policy provides a framework for responding to security-related incidents and other emergencies where remaining in the building, moving within it, locking down, or evacuating may be the safest response.

The school will use a proportionate, dynamic response based on the nature, location and severity of the threat. The response may be changed as information develops. The Headteacher, or the most senior person available, will coordinate the school response, while following the directions of the emergency services when they attend.

This policy complements the school's emergency plan and safeguarding arrangements. DfE guidance states that schools should have emergency plans and should assess and review appropriate evacuation, invacuation and lockdown arrangements.

2. Definitions

Evacuation	Moving people out of the building or affected area to a designated place of safety. This is normally used for hazards inside the building, such as fire, smoke or a significant internal incident, unless the emergency services direct otherwise.
Invacuation / shelter	Moving people inside the building, or to a safer internal area, to protect them from an external or environmental hazard. Examples include a nearby chemical release, smoke/toxic fumes outside the school, dangerous weather or another external incident where being outdoors is unsafe.
Partial lockdown	Restricting movement and securing relevant areas because a threat affects part of the site or it is safer for people to remain indoors with limited internal movement.
Full lockdown	Securing the building and keeping people in protected rooms/areas because there is a serious and immediate security threat, such as an intruder or violent attack.
Dynamic lockdown	A response which may change rapidly as the threat develops. Staff should use their judgement and follow the safest available option rather than treating the procedure as fixed if circumstances change.
All-clear	An authorised instruction that the immediate emergency response has ended. Staff must not assume that an alarm stopping means the incident is over.

3. Situations that may require action

A response may be required following, for example:

- an unauthorised person or suspected intruder on site
- a serious or violent incident nearby
- a dangerous animal or other immediate external threat
- a chemical, gas, smoke or other hazardous substance release nearby
- severe weather, flooding or another environmental hazard
- a bomb threat, suspicious package or other security alert
- a significant incident in the local community affecting access or safety
- information or instructions received from the police, emergency services or other competent authority

4. Roles and responsibilities

Headteacher / Incident Lead	Assesses information available; decides or confirms the appropriate response where practicable; contacts/liaises with emergency services; coordinates staff; approves communications; ensures safeguarding, welfare and records; leads post-incident review.
Senior Leadership Team	Supports the Incident Lead; assists with site checks where safe; coordinates staff and pupil accountability; maintains communication and supports continuity arrangements.
Office / Reception	Initiates agreed alarm/communication arrangements; calls 999 when appropriate; maintains emergency contact information; supports communication with parents/carers; does not place staff at risk by attempting physical intervention.
All staff	Follow the instruction given; take immediate action to protect pupils and themselves; keep calm; account for pupils/visitors as soon as safe; report missing/injured persons; do not take unnecessary risks.
Visitors/contractors	Follow instructions from school staff and emergency services and remain with the group/area to which they are directed unless instructed otherwise.
Parents/carers	Follow school/emergency-service instructions, avoid coming to the school unless specifically directed, and keep communication channels available.

5. School warning and communication signals

Amber / partial lockdown	Existing school signal: short continuous air-horn blasts and/or the school's internal communication/silent signal. Staff should secure relevant areas and follow the instruction communicated.
Red / full lockdown	Existing school signal: long air-horn blast and/or the school's internal communication/silent signal. Staff should implement full lockdown immediately.
Invacuation	A specific verbal/internal communication instruction may be given where an external hazard requires everyone to remain inside and/or move to designated safer internal areas.
Evacuation	Fire alarm or other authorised evacuation instruction. Staff follow the Fire/Evacuation Procedure and move to the designated assembly

	area unless the emergency services direct otherwise.
All-clear	Authorised verbal/internal communication and the school's agreed all-clear signal. Staff should remain in position until the all-clear is confirmed.

The school will ensure that staff know the signals in use and what action each signal requires. Signals should not depend on a single communication method; where practicable, alternative methods such as verbal communication, telephones, internal messaging or runners may be used.

6. Invacuation / shelter procedure

Invacuation is not simply a lockdown. It is used when the safest option is to keep people inside the building or move them to a safer internal location. DfE protective-security guidance identifies invacuation as a distinct response option. cite turn0search26 turn0search1

1. On receiving the invacuation instruction, staff should bring pupils indoors immediately if they are outside, provided doing so is safe.
2. Close external doors and windows. Where appropriate, close blinds/curtains and turn off ventilation or air-conditioning systems if this can be done safely and the hazard is airborne or environmental.
3. Move pupils away from the source of the hazard and, where necessary, to the pre-identified safer internal areas.
4. Keep pupils calm and supervised. Take registers/attendance information where this can be done without delaying protective action.
5. Do not allow pupils or staff to leave the building unless authorised by the Incident Lead or emergency services.
6. Monitor information from the school office, emergency services and other reliable sources. Be prepared to change from invacuation to lockdown or evacuation if circumstances change.
7. Where an external hazard involves fumes or a suspected hazardous substance, staff should not approach the affected area and should follow emergency-service advice regarding ventilation and movement.
8. Maintain arrangements for pupils and adults with SEND, medical needs or other additional needs, including individual emergency arrangements where required.
9. Remain in place until the authorised all-clear or further instruction is given.

7. Partial lockdown procedure

10. Bring pupils indoors from outdoor areas if this is safe.
11. Secure the affected entrances, doors and windows.
12. Keep pupils and staff away from the area of concern.
13. Restrict movement around the school to what is necessary for safety.
14. Continue normal supervision within safe areas where appropriate, while remaining ready to escalate to full lockdown or evacuate.
15. Account for pupils, staff and visitors when safe to do so.
16. Follow police/emergency-service instructions if they attend.

8. Full lockdown procedure

A full lockdown is used where there is a serious and immediate security threat. The principles are to secure, hide/protect, communicate and remain in place until it is safe to do otherwise. DfE guidance advises settings to consider securing doors and windows, reducing visibility, keeping people out of sight and remaining inside until the all-clear or an instruction to evacuate. cite turn0search26 turn0search28

17. Bring pupils inside if they can be brought in safely. If bringing people inside would expose them to greater danger, use the safest available option.
18. Lock/secure doors and windows where possible without exposing staff or pupils to unnecessary risk.
19. Move away from doors and windows and use the safest available position within the room.
20. Close blinds/curtains and turn off lights/screens where appropriate.
21. Keep pupils quiet and calm. For younger children, staff should use an age-appropriate approach; the school should consider sensory and additional needs.
22. Do not move around the school unless there is a clear safety reason to do so.
23. Do not open doors for anyone unless authorised by the Incident Lead or emergency services.
24. Call 999 when safe to do so. Staff should not delay immediate protective action in order to make a call.
25. Where safe and practicable, identify missing or injured pupils, staff or visitors and communicate this to the Incident Lead.
26. Remain in the protected location until the authorised all-clear or an instruction to evacuate is given.

9. Evacuation during a security incident

Evacuation may be safer than lockdown or invacuation if the threat enters the building, the building becomes unsafe, or the emergency services direct evacuation. Staff must not assume that evacuation is always safer; the safest response depends on the location and nature of the threat.

If evacuation is ordered, staff should follow the school's Fire/Evacuation Procedure unless emergency services give different instructions. Staff should take pupils to the designated assembly/safe location where this remains safe, account for pupils and report missing or injured persons immediately.

10. Bomb threat or suspicious package

A bomb threat or suspicious package must be treated seriously. Staff should not touch, move or investigate a suspicious item. The school should call 999 and follow police advice. The decision to evacuate, invacuate or lockdown should take account of the location of the item/threat and instructions from the emergency services.

If a telephone bomb threat is received, staff should record as much information as possible without placing themselves at risk and immediately report it to the Incident Lead/police.

11. Communication with parents/carers

The school will communicate with parents/carers when it is safe and practicable to do so. During an incident, parents/carers may be asked not to telephone or attend the school because this can obstruct emergency communications or create additional risk.

Pupils will not normally be released during a lockdown or invacuation. Any collection arrangements will be determined by the Incident Lead and/or emergency services. Parents/carers should follow instructions issued by the school and emergency services.

12. Safeguarding, SEND and welfare

Emergency arrangements must continue to safeguard pupils. The school will consider the needs of younger pupils, pupils with SEND, medical needs, mobility needs, sensory needs and pupils who may have experienced trauma. Individual arrangements will be reviewed where necessary. DfE protective-security guidance specifically advises schools to consider SEND and pupils who may be affected by drills or exercises. cite turn0search28

Following a serious incident, the school will consider the welfare needs of pupils, staff and others affected and provide or signpost appropriate support.

13. Training, exercises and testing

Staff will receive appropriate information/training so they understand the school's emergency response options, including evacuation, invacuation and lockdown. Exercises will be proportionate to the age of pupils and the school's risk assessment.

Because Fulwell Infant School is an infant setting, the school will not automatically require young pupils to participate in simulated security incidents. Staff-only or tabletop exercises may be used to test arrangements, particularly where a live drill could cause unnecessary distress. DfE guidance states that security exercises involving primary/early-years learners are relatively uncommon and recommends considering age, SEND and previous trauma.

After an exercise or incident, the school will record lessons learned and update procedures where necessary.

14. Security and local partnership arrangements

The school will maintain appropriate links with the police, local authority and relevant local partners and use available local intelligence to inform its security arrangements. DfE guidance recommends working with local partners and reviewing procedures where significant risk is identified. cite turn0search1

The school will maintain proportionate arrangements for controlling access to the premises, managing visitors and identifying vulnerabilities in the site.

15. Records and review

The school will retain appropriate records of training, exercises, incidents, debriefs and resulting actions. This policy will be reviewed at least annually and sooner if there is a significant incident, change to the premises, change in risk, or relevant change in legislation or government/police guidance.

16. Current guidance and legal context

This policy has been updated with reference to the following DfE guidance current at September 2026:

- DfE, School and college security guidance – updated 3 July 2026.
- DfE, Protective security and preparedness for education settings – updated 28 April 2025.
- DfE, Emergency planning and response for education, childcare and children's social care settings – updated 10 May 2023.
- Relevant police/National Counter Terrorism Security Office advice and local emergency planning arrangements.

The Terrorism (Protection of Premises) Act 2025 ('Martyn's Law') introduces requirements concerning public protection procedures, including evacuation, invacuation, lockdown and communication, subject to the legislation's scope, implementation arrangements and statutory guidance. The school will monitor DfE, Home Office and Security Industry Authority updates and amend its arrangements as required.

Appendix 1 – Quick response guide for staff

If the threat is outside and it is safer inside	INVACUATE – bring people inside, close doors/windows, move to safer internal areas, supervise and await further instruction.
If there is a serious security threat affecting the site	LOCKDOWN – secure rooms, stay out of sight, keep quiet, communicate when safe and await all-clear/instruction.
If the threat affects only part of the site	PARTIAL LOCKDOWN – secure affected areas, restrict movement and monitor for escalation.
If the building is unsafe	EVACUATE – leave by the safest available route and go to the designated safe/assembly location unless emergency services direct otherwise.
If circumstances change	Use the safest available response. Do not remain committed to the original procedure if it increases risk.