

A Guide to Developing Lockdown Processes

This guide can be used by a planning group to develop lockdown procedures for your school. Results of the planning process may include a one page procedure or simple set of steps for staff to follow in the event of a lockdown.

| Procedures | Recommendations/Considerations |
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| Phase 1 <i>Develop the procedures for your school</i> | → a small group may be useful to develop the plan (eg from admin and teaching areas) |
| 1. Nominate the people with authority to manage the lockdown. <ul style="list-style-type: none"> The nominated person will initiate, manage and conclude a lockdown | → Principal, Deputy and two others as back up in case of absence → In some instances, it may be beneficial to have an alternative location (e.g. SEU) as the centre to manage a lockdown. This is useful if there is a disturbance in the Admin building. |
| 2. Define and list the circumstances in which your school will call a lockdown | → A lockdown should be initiated when a situations arises that requires the isolation (rather than evacuation) of staff and students from an identified threat. → Threats to the safety of individuals on this site include; aggressive or violent intruder, siege/hostage incident, dangerous animals, armed robbery and lightning/severe storms. → A lockdown should involve the whole school campus |
| 3. Determine how individuals will contact the office if they see something suspicious. <ul style="list-style-type: none"> list the different methods for relevant areas e.g. intercom for classrooms, walkie talkie | → Review communications channels for whole school (tuckshop, ovals, isolated staff in satellite buildings, consider also groups returning from excursions etc) → How will Admin stay in contact and ensure nominated phone lines remain clear? → Think about before & after school and during breaks → Do other communication options need to be purchased for playground duty etc e.g. walkie talkies, UHF radios → Students should not be sent as messengers |
| 4. Arrange how the lockdown alert signal will be given | → Ensure that it can be recognised/heard all over the school → An "alarm" sound is not recommended – this has the potential to agitate a person → If your school has the option to make an "announcement" e.g. a message, code or song this is preferred → Sound the signal but do not have it sounding continuously during the lockdown |
| 5. Design a movement plan for students and staff to follow if they are not in a class room. <ul style="list-style-type: none"> See app x as an example | → consider before and after school and the location of activities and play areas → lunchtimes → outdoor classes e.g. proceed to the closest, securable room → isolated classes |

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| <p>6. Develop a method for conducting the roll call and communicating information back to Administration</p> | <ul style="list-style-type: none"> ➔ register all names of students, staff, volunteers etc in each room or group ➔ collection of info e.g. Admin calls rooms in order or rooms dial in to Admin on nominated lines ➔ collate information at Administration and compare to school rolls etc ➔ keep intercom and phone lines free |
| <p>7. Share the draft plan with staff and incorporate any relevant additions and changes</p> | <ul style="list-style-type: none"> ➔ a range of staff reviewing the document will often result in other issues being considered that may have been overlooked. Practical suggestions relevant for the school site may also be posed. |
| <p>8. Share and discuss the draft plan with local authorities e.g. Police this will help to:</p> <ul style="list-style-type: none"> ▪ Determine local authorities capacity to assist control a situation ▪ Inform them of the school's planned approach ▪ Gain their local knowledge | <ul style="list-style-type: none"> ➔ Review and integrate changes to facilitate a coordinated local community approach |
| <p>9. Communicate and train staff in the procedure</p> <ul style="list-style-type: none"> ▪ Whole of school practice | <ul style="list-style-type: none"> ➔ all staff at staff meeting or similar ➔ all new staff on induction ➔ all supply/TRS/pre-service/volunteers, tuckshop etc ➔ one page document provided for each classroom (not displayed publicly) ➔ Practice (and review) more than once per year with different "created" situations ➔ Depending on the age of the students, schools should consider whether it is necessary to send a letter to parents before & after a lockdown drill to alleviate any concerns and ensure parents can be aware of children who may show signs of distress. ➔ E.g. Undertake the first practice on a student free day. Go to normal work areas and check that communications can be heard, rolls calling system is practiced etc. This can be helpful for staff prior to a practice with the entire student body. ➔ invite local police to be involved in practice lockdowns |
| <p>10. Document roles and responsibilities of the person in authority</p> | <p>Planning needs to consider:</p> <ul style="list-style-type: none"> ➔ signalling alert ➔ contacting police where relevant ➔ liaising with District Office about support they can offer, e.g. diverting phones, providing information to parents, media support ➔ contact DO and divert phones ➔ collect information about situation ➔ begin roll call procedure after x mins. Consider procedure for lunchtimes etc ➔ If in the event of stragglers – ensure there is a process in place to collect them e.g. Instructions if a student/other is in the toilet – to go to nearest occupied room. Consider how this instruction is conveyed or Admin staff/teachers in areas go out to collect them. ➔ liaise with police ➔ after incident contact DO, advice from Media, print letters for students to take home |

| Phase 2 <i>Initiating a lockdown procedure</i> | |
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| 1. Communicate the incident to Administration | → Try to give as much information as possible about what was seen |
| 2. If no answer, instigate the lockdown procedure for your class or area | → advise neighbouring classes → continue to hail administration area |
| 3. On contact with Administration – a decision is made to instigate a lockdown | |
| 4. Administration activates lockdown signal | → Communicate serious incidents resulting in lockdown to Police Services and District Office |
| Phase 3 <i>Lockdown</i> | |
| <u>Staff role</u> | |
| 1. Mobilise staff and students (staff responsibilities) | → If in class, stay in current classroom → If outdoors, move to closest, securable room or to designated area and stay (see map xxx) → Check and collect people from adjacent/designated areas → Students and staff to stay out of sight as much as possible e.g. sit on floor → Turn off lights → Close windows and lock doors → Stay quiet → Staff remind students not use mobile phones and turn off (to prevent texting). → Note all students, visitors and volunteers that you have in your area → Advise administration (state how this is done for your school) → Keep intercom and phone lines free – staff may be able to use mobiles to assist |
| 2. Roll Call | |

Administration/authority role

1. Collect any information about incident/intruder etc
2. Communicate information to Police Services and take their instruction
3. Contact District Office and divert phones to a pre-arranged number
4. Begin roll call process at x minutes after lockdown was initiated

- ➔ Advise staff if/when police are controlling the situation
- ➔ Divert parents and returning groups from school etc
- ➔ Ascertain if all staff, students and others are accounted for via roll call process
- ➔ If not, round up any stragglers

Continuing/extended lockdown

1. Continue procedures of quiet sitting
2. Take instructions from police if they have assumed control

- ➔ Continue mobile phone silence
- ➔ Advise that no students can leave room for toilets, food etc
- ➔ if toilet emergency for young child – use plastic lined rubbish bin. Some schools have a bucket, toilet paper & a sheet in each room in case of this type of emergency
- ➔ If emergency medication is required – contact Administration for advice, assessment of the situation and to discuss options

Phase 4
Lockdown Over

1. Sound recognised audible signal to advise that the lockdown is concluded.

- ➔ All clear signal should be given by person in control of the situation.
- ➔ Would a police representative walk around to give all clear if QPS was in charge of the situation?

2. Debrief students and staff

- ➔ Information for students/debrief (develop some staff information to talk through with students)
- ➔ Seek support from local Guidance Officer for debrief
- ➔ Brief staff meeting, advise of counselling support program over next couple of days
- ➔ Provide Employee Advisor contact details to all staff

3. Communication with parents, media, CO, DO

- ➔ Print out pre-prepared letters to send home with students. Advise parents that if they wish to discuss the issue further to please contact the Principal
- ➔ Admin to phone DO to advise end of lockdown and outcomes
- ➔ Sign out students if leaving before end of the school day

| Phase 5 Follow up | |
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| 1. Documentation | <ul style="list-style-type: none"> ➔ Check with your District Office about reporting requirements. ➔ E.g. the Executive Director, Schools may require a report detailing the incident |
| 2. Ongoing EA support, Guidance Officers etc | <ul style="list-style-type: none"> ➔ Immediate and ongoing eg 1 week, 1 month |
| 3. Follow up and review procedures | <ul style="list-style-type: none"> ➔ Review procedures, how did they work – what needs to be changed? ➔ Ask for feedback from staff about what worked well and what did not/ ➔ Update procedures as required, re-distribute and ensure all staff and others trained in new procedure ➔ Practice again with new procedures |

If you would like assistance with creating your own lockdown policy and discovering how technology can improve communication during crisis please contact Precision Industries.

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