

# 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
<b>Phase 1</b> <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"> <li>▪ The nominated person will initiate, manage and conclude a lockdown</li> </ul>	→ 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"> <li>▪ list the different methods for relevant areas e.g. intercom for classrooms, walkie talkie</li> </ul>	→ 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"> <li>▪ See app x as an example</li> </ul>	→ 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

<p>6. Develop a method for conducting the roll call and communicating information back to Administration</p>	<ul style="list-style-type: none"> <li>➔ register all names of students, staff, volunteers etc in each room or group</li> <li>➔ collection of info e.g. Admin calls rooms in order or rooms dial in to Admin on nominated lines</li> <li>➔ collate information at Administration and compare to school rolls etc</li> <li>➔ keep intercom and phone lines free</li> </ul>
<p>7. Share the draft plan with staff and incorporate any relevant additions and changes</p>	<ul style="list-style-type: none"> <li>➔ 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.</li> </ul>
<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"> <li>▪ Determine local authorities capacity to assist control a situation</li> <li>▪ Inform them of the school's planned approach</li> <li>▪ Gain their local knowledge</li> </ul>	<ul style="list-style-type: none"> <li>➔ Review and integrate changes to facilitate a coordinated local community approach</li> </ul>
<p>9. Communicate and train staff in the procedure</p> <ul style="list-style-type: none"> <li>▪ Whole of school practice</li> </ul>	<ul style="list-style-type: none"> <li>➔ all staff at staff meeting or similar</li> <li>➔ all new staff on induction</li> <li>➔ all supply/TRS/pre-service/volunteers, tuckshop etc</li> <li>➔ one page document provided for each classroom (not displayed publicly)</li> <li>➔ Practice (and review) more than once per year with different "created" situations</li> <li>➔ Depending on the age of the students, schools should consider whether it is necessary to send a letter to parents before &amp; after a lockdown drill to alleviate any concerns and ensure parents can be aware of children who may show signs of distress.</li> <li>➔ 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.</li> <li>➔ invite local police to be involved in practice lockdowns</li> </ul>
<p>10. Document roles and responsibilities of the person in authority</p>	<p>Planning needs to consider:</p> <ul style="list-style-type: none"> <li>➔ signalling alert</li> <li>➔ contacting police where relevant</li> <li>➔ liaising with District Office about support they can offer, e.g. diverting phones, providing information to parents, media support</li> <li>➔ contact DO and divert phones</li> <li>➔ collect information about situation</li> <li>➔ begin roll call procedure after x mins. Consider procedure for lunchtimes etc</li> <li>➔ 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.</li> <li>➔ liaise with police</li> <li>➔ after incident contact DO, advice from Media, print letters for students to take home</li> </ul>

<b>Phase 2</b> <i>Initiating a lockdown procedure</i>	
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

<b>Phase 3</b> <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	

<p><u>Administration/authority role</u></p> <ol style="list-style-type: none"> <li>1. Collect any information about incident/intruder etc</li> <li>2. Communicate information to Police Services and take their instruction</li> <li>3. Contact District Office and divert phones to a pre-arranged number</li> <li>4. Begin roll call process at x minutes after lockdown was initiated</li> </ol>	<ul style="list-style-type: none"> <li>➔ Advise staff if/when police are controlling the situation</li> <li>➔ Divert parents and returning groups from school etc</li> <li>➔ Ascertain if all staff, students and others are accounted for via roll call process</li> <li>➔ If not, round up any stragglers</li> </ul>
<p><u>Continuing/extended lockdown</u></p> <ol style="list-style-type: none"> <li>1. Continue procedures of quiet sitting</li> <li>2. Take instructions from police if they have assumed control</li> </ol>	<ul style="list-style-type: none"> <li>➔ Continue mobile phone silence</li> <li>➔ Advise that no students can leave room for toilets, food etc</li> <li>➔ if toilet emergency for young child – use plastic lined rubbish bin. Some schools have a bucket, toilet paper &amp; a sheet in each room in case of this type of emergency</li> <li>➔ If emergency medication is required – contact Administration for advice, assessment of the situation and to discuss options</li> </ul>
<p><b>Phase 4</b> <i>Lockdown Over</i></p>	
<ol style="list-style-type: none"> <li>1. Sound recognised audible signal to advise that the lockdown is concluded.</li> </ol>	<ul style="list-style-type: none"> <li>➔ All clear signal should be given by person in control of the situation.</li> <li>➔ Would a police representative walk around to give all clear if QPS was in charge of the situation?</li> </ul>
<ol style="list-style-type: none"> <li>2. Debrief students and staff</li> </ol>	<ul style="list-style-type: none"> <li>➔ Information for students/debrief (develop some staff information to talk through with students)</li> <li>➔ Seek support from local Guidance Officer for debrief</li> <li>➔ Brief staff meeting, advise of counselling support program over next couple of days</li> <li>➔ Provide Employee Advisor contact details to all staff</li> </ul>
<ol style="list-style-type: none"> <li>3. Communication with parents, media, CO, DO</li> </ol>	<ul style="list-style-type: none"> <li>➔ 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</li> <li>➔ Admin to phone DO to advise end of lockdown and outcomes</li> <li>➔ Sign out students if leaving before end of the school day</li> </ul>

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

EXAMPLE