

Health and Safety Procedures

Emergency evacuation and lock-down

Lockdown

Most procedures for handling an emergency focus on an event within the premises. In some situations it may be safer to evacuate; in others, staff may need to invacuate (move people to a safer place inside) or lock down (secure the premises against an external or internal threat). The manager or person in charge will make a dynamic assessment and follow police, fire and rescue service or other emergency-service instructions. The overriding priority is the immediate safety of children, staff and visitors.

- The setting manager at Ready Steady Grow maintains a proportionate emergency and protective-security risk assessment covering fire, dangerous or suspicious incidents, severe weather, utilities failure, nearby police incidents and other foreseeable emergencies relevant to the setting and its location.
- Emergency evacuation, invacuation and lockdown procedures form part of staff induction and refresher training. Staff must know how an alert will be raised, who leads the response, how children and visitors are accounted for, where emergency medication is kept and how children with additional needs will be supported.
- The manager uses current official guidance from the Department for Education, ProtectUK/Counter Terrorism Policing, the emergency services, London Borough of Bromley and Bromley Safeguarding Children Partnership (BSCP), rather than relying on locally saved or outdated advice.
- Emergency numbers are readily available. Staff call 999 where there is immediate danger or a crime in progress and 101 for non-emergency police matters. Staff do not delay an emergency call while seeking managerial approval.
- Age-appropriate practice is used to familiarise children with emergency routines without causing unnecessary fear. Lockdown/invacuation exercises are planned, risk assessed, recorded and reviewed at a frequency proportionate to the setting's risk assessment; drills must not expose children to avoidable distress or unsafe practice.
- The manager keeps protective-security arrangements under review and may consult the current UK terrorism threat level and ProtectUK guidance as part of wider preparedness. A change in threat level does not, by itself, determine whether the setting should lock down or evacuate.

- The manager follows current advice issued by the London Borough of Bromley, BSCP and emergency services and reviews procedures following significant incidents, drills, changes to the premises or updated national guidance.
- Emergency procedures are reviewed and added to if needed.
- Information is shared with parents/carers and all staff are aware of their role during 'lockdown.'
- Parents/carers are informed as soon as it is safe and operationally appropriate.

Communications must not compromise the emergency response, reveal a child's location to an unsafe person, or overload telephone lines needed by emergency services.

Suggested wording for parent/carer message

Due to an incident, we have been advised by emergency services to secure the premises and stay put until we are given the 'all clear'. Please do not attempt to collect your child until it is safe to do so. We will let you know as soon as we are able to, when that is likely to be. In the meantime, we need to keep our telephone lines clear and would appreciate your cooperation in not calling unless it is vital that you speak to us.

Invacuation and lockdown decision-making

The setting distinguishes between evacuation (moving people out), invacuation (moving people to a safer place inside) and lockdown (securing the premises against a threat). The response is based on the nature and location of the danger, available escape routes, the needs of children and staff, and emergency-service advice. Staff should be prepared to change strategy if circumstances change.

Children with SEND, medical needs or other vulnerabilities

Emergency planning includes reasonable adjustments and, where required, an individual Personal Emergency Evacuation Plan (PEEP) or equivalent support plan. Plans identify mobility, sensory, communication, behavioural, medical and emotional needs; named support; essential equipment/medication; and alternative routes or safe spaces. These arrangements are reviewed with parents/carers and relevant professionals when needs or premises change.

Terrorism (Protection of Premises) Act 2025 / Martyn's Law

The setting will keep its status under the Terrorism (Protection of Premises) Act 2025 under review and follow commencement and statutory guidance. Current government guidance states that education settings reasonably expecting fewer than 200 people are outside scope, although all settings are encouraged to maintain preparedness plans. Where the Act applies, public-protection procedures include evacuation, invacuation, lockdown and communication. The setting will update this policy when substantive duties commence or its circumstances bring it within scope.

Lock-down procedures

If an incident occurs, the manager/person in charge makes a dynamic assessment using the information available. Depending on the threat, the safest response may be evacuation, invacuation or lockdown. Staff must follow emergency-service instructions as soon as they are available and should not automatically assume that remaining in the building is always safest.

During 'lock-down'

- Staff and children move to the safest designated area available, or remain where they are if movement would increase risk. Attendance registers/records must be used to account for children, staff and visitors as soon as it is safe to do so.**
- Where lockdown is required, external doors and accessible windows are secured so far as this can be done safely. Staff must never put themselves or children at additional risk to secure a door or window.**
- Blinds/curtains are closed and lights are turned off or dimmed where appropriate and safe. For young children or children with SEND, adjustments such as dim lighting, familiar comfort items or ear defenders may be used where this helps them remain calm and safe.**
- Staff and children stay away from windows and doors.**
- Children are encouraged to stay low and keep calm.**
- Staff use reliable official information and direct instructions from emergency services. They should not rely on social media speculation or leave a secure area merely to obtain information.**
- Staff do NOT make non-essential calls on mobile phones or landlines.**
- A fire alarm or other alarm during lockdown is assessed dynamically. If there is evidence of fire, smoke or another immediate danger in the protected area, staff use the safest available escape route. Otherwise, they follow the setting's agreed emergency procedure and emergency-service instructions; one hazard must not be ignored because another incident is taking place.**

A secured door is not opened until the manager/person in charge has verified that it is safe to do so or emergency services give the all-clear. Identity should be verified where practicable before admitting anyone during a lockdown.

During lockdown staff do NOT:

- Travel down long corridors.
- Assemble in large open areas.
- Call 999 again unless there is immediate concern for their safety, the safety of others, or they feel they have critical information that must be passed on.

Following lockdown:

- Staff will cooperate with emergency services to assist in an orderly evacuation.
- **Staff take or access the current register, emergency contact details and essential medication where this can be done without delaying or compromising safety. Electronic records may be used where reliably available, but the setting maintains a workable contingency if devices, power or connectivity fail.**
- Staff or children who have witnessed an incident will need to tell the police what they saw. The police may require other individuals to remain available for questioning.
- In the event of an incident, it is inevitable that parents will want to come to the setting and collect their children immediately. They will be discouraged from doing so, until the emergency services give the 'all clear'. Staff will always be acting on the advice of the emergency services.

Recording and reporting

- The setting manager records and reports the incident to the proprietor/owners as soon as practicable and considers whether any notification is required to Ofsted, the local authority, insurers, the Health and Safety Executive or another agency under the setting's incident-reporting procedures.
- A factual record is completed as soon as practicable, including the nature of the incident, decisions made, timings, attendance/accounting, communications, injuries or first aid, emergency-service involvement and any actions identified through the post-incident review. Records are stored securely and shared only where lawful and necessary.

Further guidance

For an immediate threat or suspicious activity presenting an immediate danger, call 999. Non-emergency police matters can be reported via 101. Staff should also follow current ProtectUK/Counter Terrorism Policing reporting routes where appropriate; obsolete contact details must not be relied upon.

Current framework: EYFS statutory framework for group and school-based providers (effective 1 September 2026); DfE Protective Security and Preparedness for Education Settings; the Terrorism (Protection of Premises) Act 2025 ('Martyn's Law') and current statutory guidance; Regulatory

Reform (Fire Safety) Order 2005; and current Bromley/BSCP procedures. Martyn's Law requirements should be checked against the setting's expected attendance and commencement status; preparedness planning remains good practice even where a setting is outside scope.

Emergency evacuation

This emergency evacuation plan must be available to staff and supported by clear site-specific information, including evacuation routes and assembly arrangements. In shared premises it must be coordinated with the responsible person's fire and emergency plans. The setting's fire risk assessment and emergency plan must be recorded and kept under review in accordance with the Regulatory Reform (Fire Safety) Order 2005.

1. When evacuation is required, the manager/person in charge activates the setting's agreed evacuation alert. The method of alert must be known to staff and suitable for the premises and incident. A silent or alternative alert may be appropriate for a security incident; for fire, the fire alarm and fire emergency plan are followed unless emergency services direct otherwise.

2. Staff evacuate children immediately by the safest available route and do not delay to collect personal belongings. Where it is safe and does not delay escape, staff take/access the register or attendance record, visitor record, emergency contact information, setting phone and essential emergency medication/equipment. A contingency must exist if electronic systems are unavailable.

3. The manager/person in charge identifies the safest available evacuation route and assembly/relocation point, taking account of the location and type of danger. Staff must be familiar with alternative routes in case the normal route is blocked.

4. Staff sweep/check areas only where this can be done without delaying their own evacuation or exposing anyone to danger. Doors are closed behind the group where safe; no one re-enters the premises until authorised by the fire and rescue service or other emergency service.

5. Staff maintain effective supervision of their allocated children throughout evacuation and at the assembly/relocation point. Children must not be released to parents/carers until the manager confirms that collection is safe and normal authorised-collection procedures can be followed.

6. At the assembly/relocation point, the manager/person in charge completes an immediate roll call of children, staff and visitors using the best available attendance records. Any person unaccounted for is reported to emergency services immediately; staff do not re-enter to search unless specifically directed by emergency services.

EVACUATION OF CHILDREN WITH ADDITIONAL NEEDS

Children who need additional assistance must have a current Personal Emergency Evacuation Plan (PEEP) or equivalent individual emergency support plan where appropriate. Staff must know the agreed support, alternative routes, mobility or sensory arrangements, communication methods, essential medication/equipment and who is responsible for assisting the child.

Emergency practice must be inclusive and trauma-informed. Children may experience sensory overload or distress from alarms, crowds or changes in routine. Reasonable adjustments may include visual prompts, familiar comfort objects, ear defenders or other agreed supports, provided these do not delay escape or compromise safety. Plans are reviewed after drills/incidents and whenever the child's needs or the premises change.