

# CRITICAL INCIDENT POLICY INCLUDING BOMB EVACUATION

This policy was ratified by the GLC Board of Directors on :	Summer 2024
This Policy will be reviewed by the GLC Board on :	Summer 2027

### **GLC Mission Statement**

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

### **Equalities Statement**

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

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# GLC Critical Incident Policy

## What is a critical incident?

A critical incident is an '**Unexpected occurrence, which may suddenly have a major impact on one or all academies within the GLC. It may overwhelm the normal coping strategies and strengths of those involved**'. Critical incidents are situations or crises that are beyond the everyday experiences of academy life that are likely to be distressing to a significant number of adults and children.

This policy has been created using the following non statutory guidance.

Protective security and preparedness for education settings guidance

## Preventative and precautionary measures

Whilst no amount of planning can totally prevent accidents and problems occurring, it is hoped that some can be prevented and the effects of others minimised by taking sensible precautionary measures. It is expected that:

- All GLC staff and pupils should be familiar with their GLC academy's routines for invacuation, lockdown and evacuations;
- All staff should be familiar with the routines and procedures for dealing with emergencies [as detailed in this policy];
- All staff and pupils should be familiar with the academy's security procedures, in particular that all visitors not wearing the appropriate lanyard or visitor's badge should be questioned and escorted to reception;
- All staff organising academy trips and visits follow the guidelines and write a risk assessment to be signed off by the Head of School and in specific cases, the GLC Board of Directors;
- All staff should tap in and out of the premises using the inventory system;
- All relevant staff are aware of pupils with medical needs or health problems;
- All staff are aware that they should assess their workspace on a daily basis and any associated risks to children before carrying out a curriculum or other activity;
- All staff are aware that they are responsible for assessing risks to themselves before undertaking an activity.
- All these arrangements are regularly reviewed [at least every 12 months] plus following activation and/or implementations?

## Critical Incidents may include:

- Arson attacks
- Major fires
- Floods
- A bomb alert
- Significant vandalism
- The sudden death, on site, of a pupil or member of staff
- Pupil suicides and sudden deaths within the community
- Violent attacks on pupils and/or staff members in school or on a visit/journey
- Incidents involving an intruder, believed to be armed, on academy premises
- Road, sea, air traffic accidents, involving fatalities within the community
- Abductions / disappearances
- Allegations or actual incidents of abuse against pupils by staff and staff against pupils
- Incidents involving the murder of academy children that attracted the attention of national and international media over prolonged periods
- A civil disturbance or terrorism

A critical incident may also include the need to respond to an emergency alert. The government's emergency alerts system sends alerts to all compatible 4G and 5G devices in England if there's a danger to life nearby.

Responses to **Critical Incidents may include:**

- **Evacuation** – getting everyone out of the building safely;
- **Shelter [invacuation]** – getting everyone inside the building;
- **Lockdown** – getting everyone inside and locking them in to protect against dangerous intruders.

**In the event of such an incident the priorities of GLC staff must be to:**

- Save life;
- Minimise personal injury;
- Safeguard the interests of pupils and staff;
- Minimise loss and return to normal working as quickly as possible.

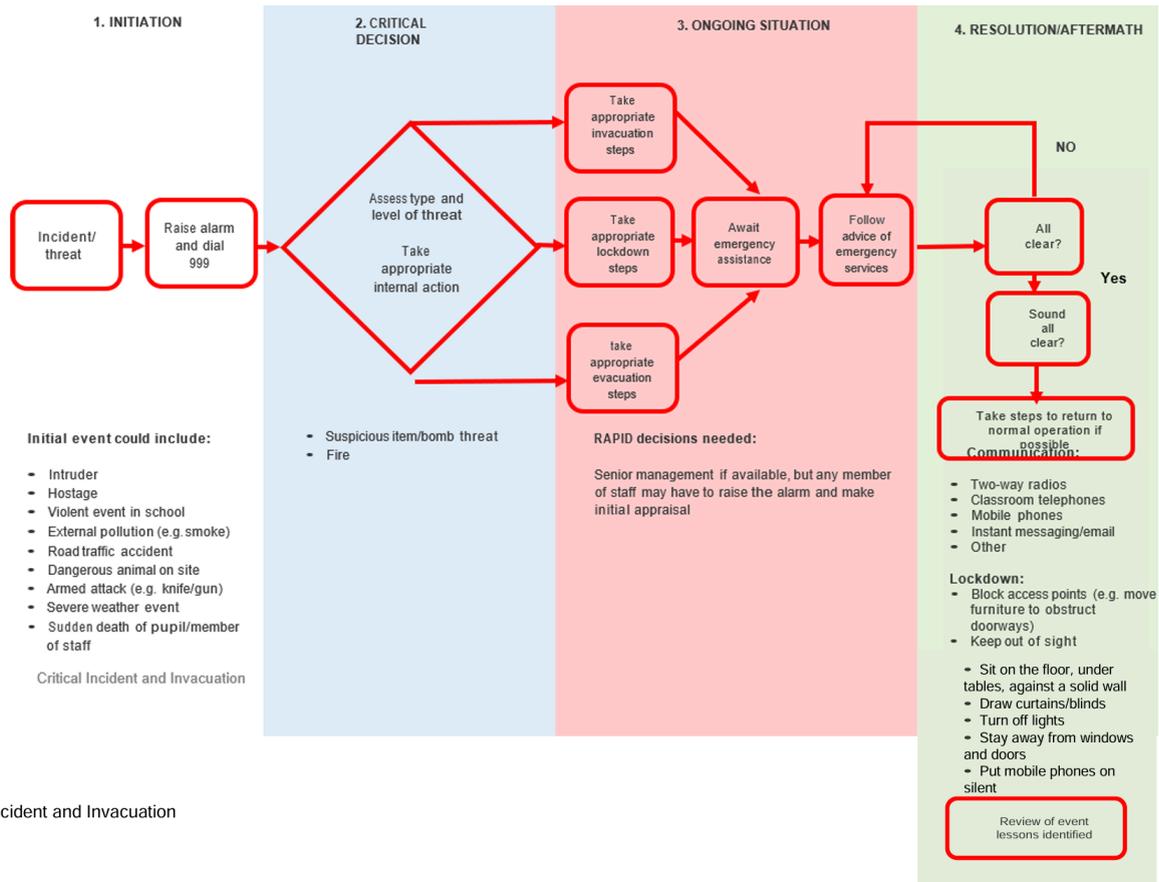
**The GLC Critical Incident Management Team [CIMT]** will be comprised from the following:

- CEO : Viki Reid
- Head of School : Grainne McLaughlin
- Head of School : Dan George
- Head of School: Sam Otto
- Head of School: Clare Hall
- Head of School: Emma Pattison
- Other senior staff from the affected school [as decided by the Head of School]
- GLC Premises Officer : Jo Jones
- Communications ICT Officer: Ryan Summerhayes

The GLC Academy [where the critical incident takes place] will have senior staff that will join the CIMT.

**NB. The Head of School of the academy where the incident takes place will chair the meeting.** If the incident affects more than one academy, the CEO will act as Chair. If the CEO is unavailable, one of the Heads of School will take the lead.

## Flowchart for Critical Incidents



Critical Incident and Invacuation

The GLC's reaction to a critical incident can be divided into the following categories:

- Immediate action;
- Short term action;
- Medium term action;
- Longer term action;

### IMMEDIATE ACTION – i.e. within an hour of the incident occurring

- Obtain and collate information relating to the incident – uncertainty breeds rumour and accurate information is essential;
- Gather and brief the CIMT [Critical Incident Management Team] – brief the team, allocate roles and responsibilities;
- Take immediate action to mitigate risk as far as possible and keep pupils/students and staff safe;
- The first responder will trigger support from the Emergency Services, the Local Authority [LA] and other contacts on the emergency as necessary – the CIMT Chair will decide who is going to contact whom;
- Establish a centre of communications with direct phone lines to each member of the CIMT [NB if the incident requires an off site evacuation, the communications centre will be located at another GLC site]. From here the communications officer will quickly establish a communication where possible to the GLC website/through social media to provide accurate and timely information to parents and the public. Where possible the communications officer will send messages to the phones of parents advising them of an incident and directing them to the GLC website.
- When the position is stabilised the CIMT may wish to send a letter to parents, students and staff or prepare a leaflet providing more detailed information, advice and guidance;

7. Contact any parents, students or staff that may be directly affected by the incident – this must be done quickly and with sensitivity. Consistency of information is vital. It may be appropriate for families to come to their GLC Academy and where immediate emotional support can be provided;
8. Tell the chair of the board;
9. GLC Academy staff will refer any media enquiries to the chair of the CIMT. It is vital that all staff in contact with pupils are kept well informed and feel secure in handling comments or questions from pupils.

**In the case of an evacuation:**

- An alarm or tannoy announcement will be made, see Appendices 2, 3 and 4;
- All staff and pupils/students will evacuate the building practiced in evacuation [or other critical incident drills];
- On site and off site evacuation points are detailed in Appendix 1
- Once all pupils/students have been accounted for, they will be briefed on the incident and invited to call their parents if they have a phone [during this call parents should be directed to the GLC website for detailed information];
- A decision will be made by the chair of the CIMT how long it is reasonable for pupils/students to be detained in the evacuation areas e.g. if the evacuation takes place during a heavy downpour, it would be sensible to make immediate arrangements to send the pupils/students home. NB it is vital that this is done in a controlled manner so that all pupils/students are safe. Pupils/students will remain with their teachers if they cannot be safely sent home. [For Gateway Academy and Gateway Primary Free School where there is a shared site, please see Appendix 1];
- On the evacuation site, a medical area will be established. Any pupil/student with a medical condition will be able to go to this area [once they have been registered] to seek medical attention from a first aid officer.
- Staff must use professional judgement where events differ from documented scenarios.

**In the case of an invacuation:**

Invacuation is an emergency procedure where, as a result of an immediate or unknown threat, to reduce the risk of harm, staff and students should remain in, or return to, the building.

Situations where invacuation would be required would be:

- Where a chemical fire requires doors and windows to be shut and people to remain inside
- Where, on the advice of the Police or other emergency services, staff and students are advised to remain in the building
- A potentially dangerous/large animal wandering into the academy grounds.

Protected spaces will be identified at each school. In deciding upon the protected space the need for air, toilet facilities, seating, drinking water, lighting and communications will be considered and will be able to accommodate people for an extended period [perhaps several hours or more].

- A tannoy announcement will be made.
- Ongoing communication will give clear, concise instructions and will be crafted to take into account the effectiveness on staff and pupils and how this may be received [and acted upon] by attackers.

**See Appendix 3**

**In the event of a lockdown on the site:**

In some invacuation situations a further 'lockdown' procedure is required. Invacuation with lockdown is where, once inside the building interior and exterior doors are locked as a precautionary measure, and no one is allowed to enter or exit the building.

Such situations where 'lockdown' would be invoked are:

- Where someone brandishes, or threatens to use an offensive weapon. This includes students or adults
- There is an intruder.

A tannoy announcement will be made as follows:

- '[Head of school name] has instructed a lock-down of all areas of the building. Will all staff please take the necessary actions until further notice';
- This will be immediately followed by an email/phone call to the CEO, Heads of School/all staff. These will initiate a lock-down of the building of the school in question. Staff will lock doors internally and keep pupils away from classroom windows until an 'all clear' announcement has been made. Where doors cannot be locked from the inside a desk should be jammed against the door to prevent entry. In the case of the Free School where classrooms do not have doors, staff should block the corridors;
- Pupils and adults who are not in the building [for example at play or PE] should follow the national recommendation to Run, Hide, Tell; staff where possible, will convey this to all those in outside spaces;
- The first responder will notify the emergency services on the behalf of the affected school;
- This policy cannot account for every eventuality. We expect colleagues to use their professional judgement as appropriate.

See Appendix 4

#### **For any critical incident**

- Inform pupils/students of the incident, as necessary – this can be done in small or large groups depending on which is most appropriate. Care needs to be exercised to protect both children and/or adults closely involved in the incident. It is important that children receive a consistent account of the incident allowing for differences in their ability to understand;
- Inform parents and carers;
- Secure professional support as necessary;
- Deal with the media – an approved statement for release should be prepared by the CIMT and a designated spokesperson briefed and prepared to respond on the academy's behalf.
- Devise a plan for handling the reactions and feelings of people. The CIMT needs to consider outside professionals to support and debrief staff and pupils affected by the incident. Those providing support may also need support. At this point the CIMT will need to plan for their short term reaction to the incident.

#### **SHORT TERM ACTION – the next stage, depending on the incident, this may include:**

1. A reunion of children with their families, if appropriate. Usually children will need to be brought home, but sometimes parents and families need to visit the scene of the incident to understand how they deal with repercussions in terms of children's fears etc.
2. Managing staff – support needs to be organised for all staff, preferably from within the academy, but using outside agencies if appropriate. Staff monitoring should be a priority, including the members of the CIMT. If a crisis persists over many hours staff become tired, weary and upset and this affects their powers to make sensible decisions.
3. Encourage pupils/students to talk – activate strategies for enabling pupils/students to talk about the incident, and their feelings, using outside agencies if appropriate. Staff will need briefing about ways to help the children affected by the incident, and how to identify patterns of behaviour etc. This may have implications for the wider curriculum i.e. training in bereavement counselling for staff, provision of a range of books, PSHE discussions etc.
4. **Debrief meeting – it may be appropriate to hold a debrief meeting for staff, children and parents to:**
  - Clarify what has happened;
  - Allow for sharing reactions;

- Reassure people that reactions are normal;
- Mobilise resources, e.g. parental support groups.

An experienced person, possibly someone from outside the GLC, should lead this meeting.

#### 5. **Formal and informal recognition**

- It is important to remember to express sympathy to families of the hurt or bereaved;
- Visits to children/staff in hospital. Pupils may wish to send cards and letters;
- The Academy may also need to consider attendance at funerals, and/or the desirability of holding special assemblies or memorial services. Anniversaries are also key times when support and sensitivity are required.

#### 6. **Re-establishing routines**

Every attempt should be made to provide continuity for the children. The return to GLC academy of staff or pupils directly affected by the crisis will need to be managed carefully and with sensitivity but the re-establishment of routine is an important stage in emotional recovery.

### **MEDIUM TERM ACTION**

1. Return to the GLC academy for staff or pupils after long absence – reintegration will need to be planned carefully, and may involve home visits prior to return, part time attendance initially, reducing workloads, putting in place mentoring process etc;
2. Consulting professionals – consideration should be given to consulting the Educational Psychology Service for support and guidance, especially to help those showing unusual or prolonged reaction to the incident;
3. Keeping parents informed – it may be appropriate to produce a leaflet for parents giving guidance on the possible delayed reactions of pupils to an incident and making suggestions to help them deal with these;
4. Support for staff – on-going monitoring and support for staff is a major consideration. CIMT especially will not be immune to reaction from their ordeal.

### **LONG TERM ACTION**

#### 1. **Monitoring the vulnerable**

The effects of a crisis can reverberate for years, and it is especially important that new staff and pupils are briefed in the GLC's history to help them understand and deal with potential repercussions especially at anniversary times.

#### 2. **Marking anniversaries**

These difficult times need to be treated with sensitivity. Some suggestions for GLC academies to mark anniversaries are by annual concerts, memorial services, memorial prize giving ceremonies, memorial gardens or plaques.

#### 3. **Legal processes**

The length of time taken over some legal processes can prolong the recovery process following a critical incident. CIMT may need to plan for this, especially where staff involved may be attending legal processes and facing extended emotional trauma. Curriculum implications – it may be appropriate to schedule INSET training for staff in loss counselling, bereavement etc.

Once the emergency is over, we will review what happened and decide if anything could be done differently.

#### **Guidance for GLC staff at special events:**

- Extended services, such as breakfast clubs, after-school clubs and holiday activities
- Open days, transition days and taster days
- Live performances with an audience

**Staff will follow the procedures in the critical policy for that academy. Parents will be made aware at the beginning of events.**

**Guidance for GLC staff in the event of a major incident off site:**

- Obtain the facts and information;
- Administer first aid as appropriate;
- Inform a responsible person at the location to seek their support;
- Establish a contact with the emergency services;
- Allocate responsibilities so that all other pupils are safe;
- Inform the CEO/Head of School for advice and to make contact with parents/ carers;
- Keep a record of witnesses;
- Travel with any casualties to hospital;
- Meet relatives at hospital to pass over responsibility and provide update information;
- Complete paperwork as appropriate.

## Appendix 1 - Evacuation of academies on a shared site

The Gateway Academy and Gateway Primary Free School share a site. The following details the process for evacuation of all pupils from the site:

### In the event of a full evacuation:

- All pupils will follow the evacuation process as practised during their regular drills. Once all pupils/students have been registered, an instruction will be made regarding next steps.
- When a decision has been made to fully evacuate the site, all forms of communication will be used to inform parents as quickly as possible, when appropriate both schools will liaise to ensure a consistent message is issued.
- Secondary students [assembled on the Hard Court] will be dismissed first. Pupils who are unable to go home will remain with staff;
- Primary students[assembled on the primary playground] will be dismissed following the secondary students Primary students will only be dismissed to a parent.. Pupils who are unable to go home will remain with staff];
- Senior staff will be allocated in key areas to safely see the students off the site and to direct parents where they should go to collect their children
- Parents are expected to remain in the allocated area[so that good order can be maintained] and when their child is realised to them make a prompt exit

Links to Fire Evacuation policies

GA [☰ Fire Evacuation Procedures GA 2024 \[2027\]](#)\_

GPFS [☰ Fire Evacuation Procedures GPFS 2024 \[2027\]](#)

HPA [☰ Fire Evacuation Procedures HPA 2024 \[2027\]](#)

LPA [☰ Fire Evacuation Procedures LPA 2024 \[2027\]](#)

TPA [☰ Fire Evacuation Procedures TPA 2024 \[2027\]](#)

### Secondary [alternative] assembly point/ place of safety-add for each academy

Name of venue	
Type of venue	
Contact name	
Contact telephone number	
Include useful info such as distance from school, directions, capacity, opening hours	
Gateway	Ellis Theatre Blue Floor Gym Sports Hall
GPFS	Classrooms
Herringham	2 halls
Lansdowne	2 halls

Pioneer	2 halls 3 classrooms
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## Evacuation Template

### Fire Alarm or signal

<b>Signal for whole building evacuation</b>	<i>Fire Alarm</i>
<b>Signal for stand down / all-clear</b>	<i>Public Address [PA] announcement – [Name the Head of School] has ordered that all staff and pupils may return to the building. Will all staff please escort pupils/ students back to the building quickly and quietly).</i>

### Incident Control Officers & Response Team Copy

Role	Name	Emergency Contact Number
GLC Incident Control Officer	CEO	
Academy Incident Control Officer	Head of School	
Academy Deputies	Deputy Heads of School/SSM	
Communications ICT Officer	Ryan Summerhayes	

### Other useful contacts:

Role	Name	Emergency Contact Number
Finance and Operations Director	Jo Jones	

### Information for emergency services

Include a map and information such as location of gas shut off valves, storage of on-site chemicals, etc  
[See Fire Evacuation policy]

## Appendix 2 - GLC Bomb Evacuation Procedure

The likelihood of a bomb attack at a GLC Academy may well be small, but the consequences are so extreme that every effort must be made to ensure that effective procedures are in place. Should a bomb alert be advised, the evacuation procedures below must be followed. Please see the GLC Critical Incident Policy for further information.

### Bomb Evacuation Drill

A drill will be held at each GLC Academy once during the academic year.

### Evacuation Procedure

Given notification or suspicion of a bomb threat, all buildings will be evacuated as quickly and quietly as possible.

**NB The fire alarm will not be sounded**

- A tannoy announcement will be made as follows:  
**'[Name the Head of School] has ordered that all staff and pupils move to the fire evacuation points immediately. Will all staff please escort pupils to the Fire Assembly Point quickly and quietly'** [the announcement will be accompanied by an email with the same message].  
This will initiate a quiet and orderly evacuation of the building. Staff should be aware that the tannoy may not have been heard in some classes and should advise those that an evacuation has been ordered. If the tannoy should fail, the Critical Incident Management Team will decide how to achieve the evacuation in the most appropriate manner.
- The Critical Incident Management Team will trigger support from the Emergency Service; the Local Authority as required;

### On hearing the evacuation order, staff, students and visitors will:

1. Leave the building from the nearest exit following the route shown on the fire signs to the fire assembly point. **Fire Marshals will not clear the building, so all staff are to be vigilant to ensure that all areas are evacuated.**
  - Do not close doors and windows on leaving. If possible, turn off all electrical and gas appliances. Personal possessions will be left in the room;
  - Proceed in a brisk and orderly manner and go to the Fire Assembly Point.
2. Pupils should be lined up in registration forms in alphabetical order. All staff must assist in ensuring the pupils stay calm and quiet.
3. All pupil registers, staff and visitor signing in-and-out information should be brought to the Fire Assembly Point to be checked.
4. Registers will be called with any unexplained absences reported to the senior member of staff.
5. Visitors should report to the designated member of the support staff. Any missing visitors should be reported to the Head of School as soon as possible.
6. All staff will work to ensure that students remain calm and quiet at all times so that instructions may be given quickly and accurately.
7. Given the 'all clear' teaching staff will escort their teaching group back to the classroom. Visitors will be escorted into the building by their host member of staff.  
**If the all clear is not given, the Head of School will make the decision to initiate an evacuation of the site in-line with the procedure documented in the GLC Critical Incident Policy.**
8. All drills and evacuations will be reviewed and recorded in the log book kept by the Support Services Manager.

## Bomb Alert / Threat Procedures

### Signals

<b>Signal for bomb threat</b> [This must be different to the fire alarm, or general evacuation alarm/signal.]	<i>Public Address [PA] announcement –</i> [Name the Head of School] has ordered that all staff and pupils move to the fire evacuation points immediately. Will all staff please escort pupils to the Fire Assembly Point quickly and quietly].
<b>Signal for stand down / all-clear</b>	<i>Public Address [PA] announcement –</i> [Name the Head of School] has ordered that all staff and pupils may return to the building. Will all staff please escort pupils/ students back to the building quickly and quietly].

### Incident Control Officers & Response Team

Role	Name	Emergency Contact Number
GLC Incident Control Officer	CEO	
Academy Incident Control Officer	Head of School	
Academy Deputies	Deputy Heads of School/SSM	
Communications ICT Officer	Ryan Summerhayes	

### Other useful contacts:

Name	Emergency Contact Number
Finance and Operations Director	Jo Jones

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

## **Assembly points**

### **Suspicious Items, Packages or Envelopes**

#### **Indicators of a Suspicious Item**

- Is the item typical of what you would expect to find in this location?
- Has the item been deliberately concealed or is it obviously hidden from view?
- Does it have wires, circuit boards, batteries, tape, liquids or putty-like substances visible?
- Do you think the item poses an immediate threat to life?

#### **What to do if you see a Suspicious Item**

- Do not touch it
- Try and identify an owner in the immediate area
- Check whether the item has suspicious characteristics

#### **If you still think it's suspicious [or in any doubt]**

- Clear the immediate area and adjacent areas [look for possible secondary devices]
- Dial 999 ask for the police
- Follow police advice and provide as much information about the item as possible [see indicators above]
- Prevent others from entering these areas
- If safe to do so check CCTV

#### **Indicators of a Suspicious Package or Envelope**

General indicators that a delivered item may be of concern include:

- Unexpected item, especially if hand delivered
- Additional inner envelope or other contents that may be difficult to remove
- Labelling or excessive sealing that encourages opening at a particular end or in a particular way
- Oddly shaped or lopsided
- Unexpected or unusual origin [postmark and/or return address]
- Poorly or inaccurately addressed address printed unevenly or unusually
- Unfamiliar writing or unusual style
- Unusual postmark or no postmark
- More stamps than needed for size or weight of package
- Greasy or oily stains emanating from the package
- Odours, liquid or powder emanating from the package

#### **What to do if you identify a Suspicious Package or Mail Item**

- Do not touch
- If holding it, place it down carefully making sure it remains sealed
- Clear the immediate area and adjacent areas
- Dial 999, ask for the police
- Follow their advice and provide as much information about the package as possible [see indicators above]
- Prevent others from entering the area and adjacent areas

#### **Bomb Threat**

No matter how ridiculous or implausible the threat may seem, all such communications are a crime and should be reported to the police by dialling 999.

#### **What to do if you receive a Bomb Threat on the telephone**

- Stay calm and listen carefully

- Try to attract the attention of a colleague who should immediately dial 999
- Hold the caller on the line for as long as possible. Get as much information as you can and provide this to Security as this will assist the Incident Control Team in providing information to the police.

For example:

- When is the bomb set to go off?
- Where has it been planted?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Was the caller a man or a woman?
- Was a code word given?
- What was the exact wording of the threat?
- Did the message sound as though it was being read from a prepared text or was it a taped message?
- Did the caller sound intoxicated?
- Was there any indication of the callers' mental state - did he/she sound excited, disturbed, incoherent etc.?
- Was there any accent, was he/she well-spoken etc?
- Was there any indication of the type of telephone being used – for example a public call box?
- Was there any significant background noise - e.g. house noises, street noises, music?
- If displayed on your phone, note the number of the caller, otherwise, dial 1471 to obtain the number once the call has ended

**What to do if you receive a Bomb Threat electronically [email, social media etc]**

- Alert the police immediately
  - The police may be able to identify where the threat has come from
- Do not forward or reply to the message unless advised to do so by the police
- Do not delete the message
- Take a screenshot of the message, if possible
- Note any contact details in case the message is deleted [sender's email address or username/user ID for social media applications]
- Preserve all web log files for your organisation to help the police investigation

### Appendix 3 - Invacuation

<b>Signal for invacuation</b> A whistle will be blown	<i>Public Address [PA] announcement –</i> [Name the Head of School] has ordered that all staff and pupils move to the invacuation points immediately. Please escort pupils to the invacuation point quickly and quietly].
<b>Signal for stand down / all-clear</b>	<i>Public Address [PA] announcement –</i> Announcement based on events

#### Incident Control Officers & Response Team

Role	Name	Emergency Contact Number
GLC Incident Control Officer	CEO	
Academy Incident Control Officer	Head of School	
Academy Deputies	Deputy Heads of School/SSM	
Communications ICT Officer	Ryan Summerhayes	

#### Other useful contacts:

Name	Emergency Contact Number
Jo Jones - Finance and Operations Director	

Protected spaces should be located to meet as many of the criteria as possible:

- In areas surrounded by full-height masonry walls, e.g. internal corridors, toilet areas or conference rooms with doors opening inwards.
- Away from windows and external walls.
- Away from the area in between the building's perimeter and the first line of supporting columns [known as the 'perimeter structural bay'].
- Away from stairwells or areas with access to lift shafts which open at ground level onto the street. This is because if compromised, blast could travel up them. However if the stair and lift cores are entirely enclosed, they could make good protected spaces.
- Avoiding the ground floor or first floor if possible.
- In an area with enough space to contain the occupants.

## Appendix 4 - Lockdown

<b>Signal for lockdown</b> Tannoy announcement	<i>Public Address [PA] announcement –</i> - '[Head of school name] has instructed a lock-down of all areas of the building. Will all staff please take the necessary actions until further notice';
<b>Signal for stand down / all-clear</b> Tannoy announcement	<i>Public Address [PA] announcement –</i> - An 'all clear' announcement has been made

### Incident Control Officers & Response Team

Role	Name	Emergency Contact Number
GLC Incident Control Officer	CEO	
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### Other useful contacts:

Name	Emergency Contact Number
Jo Jones - Finance and Operations Director	

## Appendix 5 - Self-assessment emergency incident planning checklist

Critical/Emergency Incident Planning	Yes/No	Comment/Action
<b>Site and building security checklist</b>		
Are your buildings secure during operating hours?	Yes	MAG locks
Can public access be restricted?	Yes	Yes through intercom/MAG locks
Are your identification arrangements robust?	Yes	Photo ID required/ appropriate lanyard issued
Do you have a process for dealing with a security alert?	No	
Do you regularly review your security arrangements?	No	
<b>Site plan</b>		
Does your plan clearly mark all points of entry?	Check	See Fire Evac
Does your plan include locations of hazardous chemicals, gas / electric / water shut off valves?	Check	Site team to update
Does it clearly indicate safety equipment such as fire extinguishers, evacuation chairs etc?	Check	Site team to update
Does your plan clearly identify safe zones / lockable rooms?	Check	Site team to update
Does your plan indicate which areas are covered by CCTV?	Check	Site team to update
Is your plan regularly reviewed?	Check	Site team to update
<b>Business Continuity plans <u>Business continuity plan template and checklist</u></b>		
Do these arrangements identify critical activities?	Yes	Consider expanding
Do these arrangements identify contingency arrangements?	Yes	
Are these arrangements reviewed [at least every 12 months] plus following activation and/or implementation?	Yes	
Have these arrangements been tested/exercised in the last 12 months?	No	13.11.25
Do they include a Communications Plan?	Yes	
Do they include a Short-term loss or shortage of staff or skills plan?	No	
Do they include information about how a closure or partial closure of the premises / facilities would be managed?	Yes	
Do they include how you would manage a technology failure?	Yes	
Do they include information about Suppliers and Contractors failure?	Check	VR speak to JJ
Have these arrangements been tested?	No	
Are these arrangements regularly reviewed?	Yes	
<b>Evacuation plans</b>		
Are Incident Control Offices and deputies clearly identified?	Yes	
Do these arrangements include on-site evacuation point[s]?	Yes	
Do these arrangements include alternative off-site evacuation point[s]?	Yes	
Are these arrangements regularly reviewed [at least every 12 months] and following an incident?	Yes	
Are these arrangements regularly tested?	Yes	
<b>Do your Bomb Alert plans include</b>		
Do these arrangements include on-site evacuation point[s]?	Yes	
Do these arrangements include alternative off-site evacuation point[s]?	Yes TBC	
Does your plan include Bomb Threat and Suspicious Package procedures?	Yes	

Are these arrangements regularly reviewed [at least every 12 months] plus following activation and/or implementations?	No	
Have these arrangements been tested?	No	
<b>Shelter [Invacuation] Plan</b>		
Do the arrangements include designated rooms?	No	
Do they include actions to mitigate the risk of harm/injury?	Yes	
Are these arrangements regularly reviewed [at least every 12 months] plus following activation and/or implementations?	No	
Have these arrangements been tested?	No	
<b>Lockdown plan</b>		
Do the arrangements include designated rooms?	No	
Do they include actions to mitigate the risk of harm/injury?	Yes	
Do they include information about equipment that could be used as a weapon?	No	
Are these arrangements regularly reviewed [at least every 12 months] plus following activation and/or implementations?	No	
Have these arrangements been tested?	NO	
<b>Post Incident Support Checklist</b>		
Do your arrangements clearly identify sources of help	Yes	
Do your arrangements include communication plans?	Yes	
Do your arrangements include how you would support students, parents/carers and staff	Yes	

Summary	Yes/No	Comment/Action
Do you ensure that the following groups are aware of all of the above plans?	No	
Staff [inc Volunteers]	Yes	
Governors	Yes	
Students	Yes	
Contractors	No	As appropriate
Visitors	No	
Do you ensure that the following groups are suitably trained to respond to incidents and emergencies?		
Staff [inc Volunteers]	Yes	
Governors	No	
Students	Yes	
Contractors	Yes	As appropriate
Is this training/information regularly reviewed including following activation/implementations of any of the above plans/arrangements?		

## Appendix 6 - Business Continuity

The GLC business continuity policy is updated bi annually and signed by the Chair of The Board. See below.

 Business Continuity policy

## Appendix 7 - Critical Incident Bag

### Critical Incident Bags



We have two critical incident bags at each site. One bag can be taken offsite for **residential visits** and one bag remains on site. Please do not remove any items from these bags.

### Red Critical Incident Bag



Megaphone	Water proof note book	USB wires
Heavy-duty gloves	Permanent markers	Triangular bandages
Hivis jacket	Incident controller strip	Multi tool
Emergency food ration	Surface and hand spray	Emergency contact numbers
Emergency drinking water	Orange whistles	Hazard type
Emergency foil blankets	Face masks	Phone charger
Eye goggles	Pack batteries	Warm blanket
Pacis nitrile gloves	Bandages	Scissors
Safety light sticks	Emergency burns dressings	Microporous tape
Saline solution	Wound clearing wipes	Resuscitation shield
	Walkie talkies	Waterproof plasters

