

## CRITICAL INCIDENT POLICY INCLUDING BOMB EVACUATION

This Policy was ratified by the GLC Board of Directors on:	Spring 2026
This Policy will be reviewed by the GLC Board on:	Spring 2029

### **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 more 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 and are likely to be distressing to a significant number of adults and children.

This Policy has been created using guidance, including *Protective Security and Preparedness for Education Settings*.

## Safeguarding Statement

All actions taken under this Policy must be consistent with the GLC Safeguarding and Child Protection Policy and statutory safeguarding guidance. Where a critical incident involves actual or potential safeguarding concerns, safeguarding procedures take precedence. The welfare of children and young people is paramount at all times.

## Decision-Making Authority

In an emergency, any member of senior staff may initiate evacuation, invacuation, or lockdown where delay would increase risk to life or safety. Responsibility will transfer to the Head of School or CEO as soon as practicable. Staff are expected to use professional judgement in the best interests of pupils and colleagues.

## Preventative and precautionary measures

Whilst no amount of planning can completely prevent accidents or incidents, effective planning and sensible precautionary measures can reduce risk and minimise the impact of critical incidents.

It is expected that:

- All GLC staff and pupils are familiar with their Academy's procedures for evacuation, invacuation and lockdown.
- All staff are familiar with the routines and procedures for dealing with emergencies, as detailed in this Policy.
- All staff and pupils are familiar with the Academy's security procedures, including the requirement that visitors not wearing an appropriate lanyard or visitor badge are challenged and escorted to reception.
- All staff organising Academy trips and visits follow the agreed guidelines and complete a risk assessment, which is signed off by the Head of School and, where required, the GLC Board of Directors.
- All staff use the inventory system to tap in and out of the premises.
- All relevant staff are aware of pupils with medical needs or health conditions.
- All relevant staff are aware of pupils with SEND or other vulnerabilities and understand the additional support or reasonable adjustments that may be required during an emergency or critical incident.
- All staff assess their workspace daily and identify any associated risks to pupils before carrying out their other duties.
- All staff assess risks to themselves before undertaking any activity.

### **Critical incidents may include, but are not limited to:**

- Arson attacks.
- Major fires.
- Flooding or severe weather events.
- Bomb threats or alerts.
- Significant vandalism or criminal damage.
- The sudden death of a pupil or member of staff on Academy premises.
- Pupil suicides or sudden deaths within the Academy or wider community.
- Violent or threatening behaviour towards pupils and / or staff, whether on site or during off-site activities, visits or journeys.
- Incidents involving an intruder on Academy premises, including where an individual is believed to be armed.
- Serious road, rail, sea or air traffic incidents involving fatalities within the community.
- Abductions or unexplained disappearances involving pupils.
- Allegations or incidents of abuse involving pupils or staff, including safeguarding concerns.
- Serious incidents involving Academy pupils/staff that attract sustained local, national or international media attention.
- Civil disturbance, public disorder or acts of terrorism.

Depending on the nature of the incident, the response may involve **evacuation, invacuation or lockdown**, as set out in this policy and detailed further in **Appendices 1-4**.

A critical incident may also include the need to respond to a **Government Emergency Alert**. The UK Government's Emergency Alerts system may send alerts to compatible 4G and 5G mobile devices where there is an immediate threat to life in the local area. Any such alert will be assessed by senior staff and responded to in line with this Policy.

### **Responses to critical incidents may include:**

- Evacuation – getting everyone out of the building safely.
- Shelter [invacuation] – getting everyone inside the building to reduce risk from an external threat.
- Lockdown – getting everyone inside and securing the building to protect against dangerous intruders.

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

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

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

- CEO: Viki Reid
- Head of School – The Gateway Academy: Grainne McLaughlin
- Head of School – Lansdowne Primary Academy: Dan George
- Head of School – Herringham Primary Academy: Sam Otto
- Head of School – Tilbury Pioneer Academy: Clare Hall
- Head of School The Gateway Primary Free 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.

### **IMMEDIATE ACTION – within the first hour of the incident**

*Decisions during a critical incident will be guided by the safety and welfare of pupils and staff, informed by advice from the emergency services where available, and underpinned by professional judgement.*

1. Obtain and collate accurate information relating to the incident. Timely and reliable information is essential to prevent misinformation and support effective decision-making.
2. Convene and brief in the most efficient way the Critical Incident Management Team [CIMT] allocating clear roles and responsibilities.
3. Take immediate action to mitigate risk and ensure the safety and supervision of pupils, staff and visitors.
4. The first responder will initiate contact with the emergency services, the Local Authority and other relevant agencies as required. The CIMT Chair will confirm responsibilities for onward contact and coordination.
5. Establish a central communications point with direct contact details for all CIMT members. Where an off-site evacuation is required, the communications centre will be relocated to an alternative GLC site. The Communications Officer will issue accurate and timely information via agreed channels, including the GLC website and direct messaging to parents where appropriate.
6. Once the situation is stabilised, the CIMT may issue further written communication to parents, pupils and staff, providing additional information, reassurance, advice and guidance.
7. Contact parents, pupils and staff who are directly affected by the incident as a priority if deemed the right course of action. This must be done promptly, sensitively and consistently. Where appropriate, families may be invited to the Academy so that immediate emotional support can be provided.
8. Inform the Chair of the Board of Directors at the earliest appropriate opportunity.
9. All media enquiries must be referred to the Chair of the CIMT or a nominated spokesperson. Staff must be kept appropriately informed so that they feel confident responding to pupils' questions in a calm and reassuring manner.

### **KEY STAGES OF RESPONSE FOLLOWING IMMEDIATE ACTIONS**

*The next stage of response will depend on the nature and scale of the incident and may include the following:*

1. **Reuniting pupils with families**  
Where appropriate, arrangements will be made to reunite pupils with their families. In most cases, pupils will return home. However, in some circumstances parents and carers may need to attend the Academy to support pupils and understand the impact of the incident. All arrangements will be managed sensitively, prioritising safeguarding and the emotional wellbeing of pupils.
2. **Supporting and managing staff**

Support will be organised for all staff, prioritising internal support where possible and involving external agencies where appropriate. Ongoing monitoring of staff wellbeing is essential, including members of the Critical Incident Management Team [CIMT]. Where incidents are prolonged, consideration must be given to fatigue and emotional impact, which may affect decision-making.

### 3. **Supporting pupils' emotional responses**

Opportunities will be provided for pupils to talk about the incident and their feelings in a safe and age-appropriate way. External agencies may be involved where appropriate. Staff will be briefed on how to support affected pupils and how to identify signs of distress or changes in behaviour. This may inform curriculum responses, including PSHE activities, use of appropriate resources, or staff training in bereavement support.

### 4. **Debriefing and reassurance**

Where appropriate, a debrief meeting may be arranged for staff, pupils and parents in order to:

- Clarify what has happened.
- Allow individuals to share reactions.
- Reassure the community that a range of responses is normal.
- Identify and mobilise further support or resources.

Any such meeting should be led by an experienced individual, which may include someone from outside the GLC.

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

The Academy will express sympathy and support to those who are injured or bereaved. This may include hospital visits, messages of support, or other appropriate gestures. The Academy may also consider attendance at funerals, memorial activities, or special assemblies, taking account of the wishes of families. Anniversaries will be recognised sensitively, with appropriate support in place.

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

A return to normal routines will be supported as soon as it is safe and appropriate. The reintegration of pupils or staff directly affected by the incident will be carefully planned and managed with sensitivity. The restoration of routine is recognised as an important stage in emotional recovery.

### **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 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.
- Keep a record of witnesses.
- Travel with any casualties to hospital.

- Meet relatives at hospital to pass over responsibility and provide updated information.
- Complete paperwork as appropriate.

This Policy cannot account for every possible scenario. Staff are expected to use professional judgement at all times, prioritising the safety and welfare of pupils and colleagues.

**Incident Control Officers and Response Team [This template should be used for all incidents]**

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]

**Secondary [alternative] assembly point/ place of safety-add for each Academy**

<b>Name of venue</b>			
<b>Type of venue</b>			
<b>Contact name</b>			
<b>Contact telephone number</b>			
Include useful info such as distance from school, directions, capacity, opening hours			
<b>Gateway</b>	• Ellis Theatre	• Blue Floor Gym	• Sports Hall
<b>Gateway Primary Free School</b>	• Classrooms		
<b>Herringham</b>	• 2 Halls		
<b>Lansdowne</b>	• 2 Halls		
<b>Pioneer</b>	• 2 Halls	• 3 Classrooms	

## Appendix 1

### In the case of an evacuation:

- A fire alarm will sound [except in the case of a bomb evacuation].
- A tannoy announcement will be made if for any reason a fire alarm is not deemed suitable. *[Name of 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.* This announcement will be supported by an email containing the same message.
- This will initiate a calm and orderly evacuation. Staff should be aware that the tannoy may not be heard in all areas and must ensure that all pupils and colleagues are informed.
- If the tannoy system fails, the Critical Incident Management Team [CIMT] will decide on the most appropriate alternative method to achieve evacuation.
- The CIMT will initiate contact with the emergency services and the Local Authority as required.

<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/ pupils back to the building quickly and quietly].</i>

- All staff and pupils will evacuate the building practiced in evacuation [or other critical incident drills].
- On site and off-site evacuation points are detailed
- Once all pupils 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] and this is deemed the right course of action by the CIMT.
- A decision will be made by the chair of the CIMT how long it is reasonable for pupils 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 home. NB it is vital that this is done in a controlled manner so that all pupils are safe. Pupils 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 information below].
- On the evacuation site, a medical area will be established. Any pupil 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 just professional judgement where events differ from documented scenarios.

### 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:

- All pupils will follow the evacuation process as practised during their regular drills. Once all pupils 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 pupils [assembled on the Hard Court] will be dismissed first. Pupils who are unable to go home will remain with staff].
- Primary pupils [assembled on the primary playground] will be dismissed following the secondary pupils. Primary pupils 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 pupils 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

- The Gateway Academy - [Fire Evacuation Procedures GA 2024 \[2027\]](#).
- Gateway Primary Free School - [Fire Evacuation Procedures GPFS 2024 \[2027\]](#).
- Herringham Primary Academy - [Fire Evacuation Procedures HPA 2024 \[2027\]](#).
- Lansdowne Primary Academy - [Fire Evacuation Procedures LPA 2024 \[2027\]](#).
- Tilbury Pioneer Academy - [Fire Evacuation Procedures TPA 2024 \[2027\]](#).

## Appendix 2 - GLC Bomb Evacuation Procedure

### Bomb Evacuation Procedure

*Decisions during a bomb alert or suspected bomb threat will be guided by the safety and welfare of pupils and staff, informed by advice from the emergency services where available, and underpinned by professional judgement.*

The likelihood of a bomb attack at a GLC Academy is low. However, the potential consequences are severe. It is, therefore, essential that clear and effective procedures are in place. Where a bomb threat or alert is received, the evacuation procedures set out below must be followed. Further information is contained within the GLC Critical Incident Policy.

### Bomb evacuation drill

A bomb evacuation drill will be held at each GLC Academy at least once during each academic year.

### Evacuation procedure

Where a bomb threat is reported, suspected or confirmed, all buildings will be evacuated **as quickly and quietly as possible**.

### Important: The fire alarm will not be sounded.

- A tannoy announcement will be made as follows:  
*[Name of 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. This announcement will be supported by an email containing the same message.*
- This will initiate a calm and orderly evacuation. Staff should be aware that the tannoy may not be heard in all areas and must ensure that all pupils and colleagues are informed.
- If the tannoy system fails, the Critical Incident Management Team [CIMT] will decide on the most appropriate alternative method to achieve evacuation.
- The CIMT will initiate contact with the emergency services and the Local Authority as required.

### On hearing the evacuation instruction, staff, pupils and visitors will:

1. Leave the building via the nearest safe exit, following fire signage to the designated fire assembly point. Fire Marshals will **not** sweep the building. All staff must, therefore, remain vigilant to ensure that all areas are evacuated.
2. Leave doors and windows open where possible. If it is safe to do so, electrical and gas appliances should be switched off. Personal belongings must be left behind.
3. Proceed calmly and in an orderly manner to the fire assembly point.
4. Pupils will line up in registration groups in alphabetical order. Staff must support pupils to remain calm and quiet.
5. **Specific consideration must be given to pupils with SEND, medical needs, mobility difficulties, or other vulnerabilities, including any reasonable adjustments or individual support required to ensure they can evacuate safely and remain supervised.**
6. Pupil registers, along with staff and visitor sign-in / sign-out information, must be taken to the assembly point for checking.
7. Registers will be called and any unexplained absences immediately reported to the senior member of staff in charge.

8. Visitors must report to the designated member of support staff. Any missing visitors must be reported to the Head of School without delay.
9. Staff must maintain calm and quiet at all times to ensure instructions can be communicated clearly.
10. When the 'all clear' is given, teaching staff will escort their classes back to the building. Visitors will be escorted by their host member of staff.

If an all clear is not given, the Head of School will decide whether a full site evacuation is required, in line with the GLC Critical Incident Policy.

All bomb evacuation drills and incidents will be reviewed and recorded in the log book maintained by the Support Services Manager.

## Bomb Alert / Threat Procedures

### Signals

<p><b>Signal for bomb threat</b>          [This must be different to the fire alarm, or general evacuation alarm / signal.]          HPA - Code B          LPA - Code B          GA - Tannoy with PA          GPFS - Code B</p>	<p><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].</p>
<p><b>Signal for stand down / all-clear</b>  <b>GA - CIMT will radio/phone with "all clear"</b></p>	<p><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/ pupils back to the building quickly and quietly].</p>

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

When assessing an unattended or unusual item, consider the following:

- Is the item consistent with what you would normally expect to find in this location?
- Has the item been deliberately concealed or placed in a way that draws attention?
- Are there visible wires, circuit boards, batteries, tape, liquids, powders or putty-like substances?
- Does the item appear to pose an immediate risk to safety?

#### What to do if you see a suspicious item

- Do not touch the item.
- If safe to do so, attempt to identify the owner in the immediate area.
- Observe the item carefully and consider whether it displays any suspicious characteristics.

### **If the item remains suspicious or there is any doubt**

- Clear the immediate area and adjacent spaces, remaining alert to the possibility of secondary devices.
- Dial **999** and ask for the police.
- Follow police advice and provide as much information as possible about the item, using the indicators above.
- Prevent others from entering the affected area.
- If it is safe to do so, check CCTV to assist the police investigation.

### **Suspicious packages or envelopes**

#### **Indicators**

General indicators that a delivered item may be suspicious include:

- An unexpected item, particularly if hand-delivered.
- Excessive or unusual packaging, including inner envelopes or contents that are difficult to remove.
- Labelling or sealing that encourages opening at a particular end or in an unusual way.
- An oddly shaped, lopsided or uneven package.
- An unusual, missing or unexpected postmark or return address.
- Poorly addressed mail, uneven printing or unfamiliar handwriting.
- Excessive postage for the size or weight of the item.
- Greasy or oily stains.
- Unusual odours, or liquids or powders emanating from the package.

### **What to do if you identify a suspicious package or mail item**

- **Do not touch the item.**
- If you are holding it, place it down carefully and ensure it remains sealed.
- Clear the immediate and adjacent areas.
- Dial **999** and ask for the police.
- Follow police instructions and provide as much information as possible.
- Prevent others from entering the affected area.

### **Bomb threats**

All bomb threats, regardless of how implausible they may appear, are criminal offences and must be treated seriously. All threats must be reported to the police immediately by dialling **999**.

### **If you receive a bomb threat by telephone**

- Stay calm and listen carefully.
- Attempt to attract the attention of a colleague, who should immediately dial **999**.
- Keep the caller on the line for as long as possible.
- Record as much information as you can, as this will assist the police and the Critical Incident Management Team.

Information to gather where possible includes:

- When the device is due to detonate.
- The location of the device.
- A description of the device.
- The type of device and what may cause it to detonate.

- Any code words used.
- The exact wording of the threat.
- Whether the message appears scripted or recorded.
- The caller's apparent gender, accent, tone, or emotional state.
- Any background noises [e.g. traffic, voices, music].
- Any indication of the phone being used [e.g. public call box].
- The caller's number, if displayed, or by dialling **1471** once the call has ended.

**If you receive a bomb threat electronically [email, social media, etc.]**

- Alert the police immediately by dialling **999**.
- Do not reply to, forward or delete the message unless advised by the police.
- Take a screenshot of the message if possible.
- Retain the original message and note any sender details [email address, username, user ID].
- Preserve relevant IT or web log files to support the police investigation.

**Decision-making: evacuation or invacuation**

The response to a suspicious item, package or bomb threat will depend on the nature, location and assessed risk of the threat.

- **Evacuation** will normally be implemented where a bomb threat or suspicious item is believed to be **inside a building**, or were advised by the police or emergency services. Bomb evacuation procedures must then be followed, and the fire alarm must not be used.
- **Invacuation** may be implemented where the threat is **external to the building**, where evacuation would increase risk, or were advised by the police or emergency services. Invacuation procedures are detailed in **Appendix 3**.
- **Lockdown** may be required in addition to invacuation where there is an immediate risk from an intruder or hostile individual, in line with **Appendix 4**.

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- **Lockdown** may be required in addition to invacuation where there is an immediate risk from an intruder or hostile individual, in line with **Appendix 4**.

## Appendix 3 – Invacuation

### In the case of an invacuation

*Decisions during invacuation will be guided by the safety and welfare of pupils and staff, informed by advice from the emergency services where available, and underpinned by professional judgement.*

Invacuation is an emergency procedure used in response to an immediate, developing or unknown external threat. To reduce the risk of harm, pupils, staff and visitors should remain inside, or return to, the building until further instruction is given.

Situations where invacuation may be required include, but are not limited to:

- A chemical incident or fire requiring doors and windows to be closed and people to remain indoors.
- Advice from the police or other emergency services that pupils and staff should remain inside the building.
- A potentially dangerous or large animal entering the Academy grounds.

Each Academy will identify suitable **protected spaces**. When identifying these spaces, consideration will be given to ventilation, toilet facilities, seating, access to drinking water, lighting and communications, and the ability to accommodate occupants for an extended period where necessary.

**Specific consideration must be given to pupils with SEND, medical needs, mobility difficulties, or other vulnerabilities, including any reasonable adjustments or individual support required to keep them safe during invacuation.**

- A tannoy announcement will be made to initiate invacuation.
- Ongoing communication will provide clear, concise instructions to pupils and staff, taking account of their age, understanding and individual needs, and avoiding unnecessary alarm [see **Appendix 3.**]

<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

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. If, however, 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

### In the event of a lockdown

*Decisions during lockdown will prioritise safeguarding and immediate safety, take account of emergency services advice where available, and be informed by professional judgement.*

In some invacuation situations, a further **lockdown** procedure is required. Invacuation with lockdown involves securing pupils and staff within the building by locking internal and external doors and restricting movement, in order to protect against an immediate threat.

Situations where lockdown may be invoked include:

- Where an individual brandishes, or threatens to use, an offensive weapon, whether a pupil or an adult.
- Where there is an intruder on Academy premises.

A tannoy announcement will be made as follows:

*'[Head of School name] has instructed a lockdown of all areas of the building. Will all staff please take the necessary actions until further notice.'*

This will be followed by an email and / or phone call to the CEO, Heads of School and relevant staff to confirm that lockdown procedures are in place.

### During lockdown:

- Staff will secure rooms where possible, keep pupils away from doors and windows and maintain supervision.
- Where doors cannot be locked from the inside, furniture may be positioned to restrict access where this can be done safely.
- In settings where classrooms do not have doors, staff should block corridors as appropriate to restrict movement.
- Pupils and adults who are not inside the building [for example during breaktime or PE] should follow national guidance to *Run, Hide, Tell*. Staff should support and direct pupils where it is safe to do so.
- The first responder will notify the emergency services on behalf of the affected Academy.

<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

## 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?		
Can public access be restricted?		
Are your identification arrangements robust?		
Do you have a process for dealing with a security alert?		
Do you regularly review your security arrangements?		
<b>Site plan</b>		
Does your plan clearly mark all points of entry?		
Does your plan include locations of hazardous chemicals, gas / electric / water shut off valves?		
Does it clearly indicate safety equipment such as fire extinguishers, evacuation chairs etc?		
Does your plan clearly identify safe zones / lockable rooms?		
Does your plan indicate which areas are covered by CCTV?		
Is your plan regularly reviewed?		
<b>Business Continuity plans <u>Business continuity plan template and checklist</u></b>		
Do these arrangements identify critical activities?		
Do these arrangements identify contingency arrangements?		
Are these arrangements reviewed [at least every 12 months] plus following activation and/or implementation?		
Have these arrangements been tested / exercised in the last 12 months?		
Do they include a Communications Plan?		
Do they include a Short-term loss or shortage of staff or skills plan?		
Do they include information about how a closure or partial closure of the premises / facilities would be managed?		
Do they include how you would manage a technology failure?		
Do they include information about Suppliers and Contractors failure?		
Have these arrangements been tested?		
Are these arrangements regularly reviewed?		
<b>Evacuation plans</b>		
Are Incident Control Offices and deputies clearly identified?		
Do these arrangements include on-site evacuation point[s]?		
Do these arrangements include alternative off-site evacuation point[s]?		
Are these arrangements regularly reviewed [at least every 12 months] and following an incident?		
Are these arrangements regularly tested?		
<b>Do your Bomb Alert plans include</b>		
Do these arrangements include on-site evacuation point[s]?		
Do these arrangements include alternative off-site evacuation point[s]?		
Does your plan include Bomb Threat and Suspicious Package procedures?		
Are these arrangements regularly reviewed [at least every 12 months] plus following activation and/or implementations?		
Have these arrangements been tested?		

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

<b>Summary</b>	<b>Yes/No</b>	<b>Comment/Action</b>
Do you ensure that the following groups are aware of all of the above plans?		
- Staff [including Volunteers]		
- Governors		
- Pupils		
- Contractors		
- Visitors		
Do you ensure that the following groups are suitably trained to respond to incidents and emergencies?		
- Staff [including Volunteers]		
- Governors		
- Pupils		
- Contractors		
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.

### Critical Incident Bag

#### Command and Communication

- Megaphone
- 2-4 walkie-talkies [fully charged]
- Power bank and charging cables
- Spare basic mobile phone
- Hi-vis incident lead vest
- Whistles [x 2]
- Torch with spare batteries

#### Information and Records

- Clipboard
- Waterproof notebook
- Permanent markers
- Emergency contact list [paper copy]
- Printed pupil list or offline access instructions
- Printed staff list
- Laminated site map / floor plan
- Incident log sheets

#### PPE and Basic First Aid

- Packs of nitrile gloves
- Face masks
- Basic bandages and waterproof plasters.
- Foil blankets [x 2]
- Eye protection
- Hand sanitiser or wipes
- Scissors

#### Practical Incident Control

- Hazard tape
- Safety light sticks
- Heavy-duty gloves
- Multi-tool
- Tissues
- Emergency snack
- Emergency drinking water [small bottles]