

	Vanguard Learning Trust <i>As a group of local primary and secondary schools, Vanguard Learning Trust’s mission is to serve its local community by providing outstanding, inclusive education. We have a collective purpose and responsibility to provide effective teaching, through a curriculum based on equality of opportunity and entitlement that allows our students to shine both in and out of the classroom. Each school in the Trust has its own ethos, which also complements the Trust’s vision and values, and the common aspiration that all students can achieve their potential.</i>
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Critical incident policy and procedures

Part A: Trust-wide

Summer 2026

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Part A – Trust critical incident policy

1. Introduction and structure

1.1 Introduction

This policy supports the schools within the Trust to manage a critical incident or sudden event. Vanguard Learning Trust ('Trust') considers a critical incident to be any sudden event or emergency involving one of its schools (in or out of hours) where the effectiveness of the school response is likely to have a significant impact on the school as well as the local community and stakeholders.

1.2 Structure of policy

The critical incident plans (Part A) defines priorities and structure across the Trust. The critical incident plans (Part B) is designed to support school staff to manage those critical incidents when they occur; they will include information relevant to the local site.

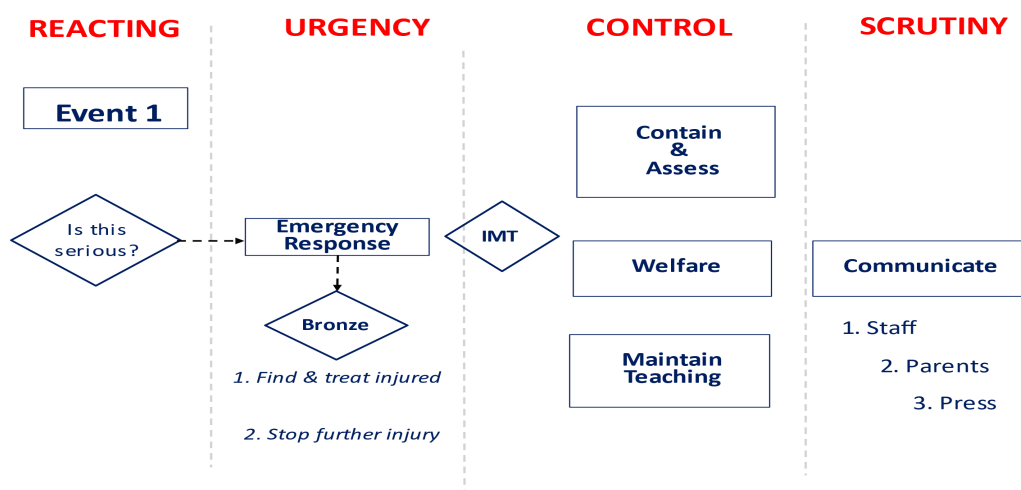
1.3 Priorities

In the event of a critical incident occurring, the Trust has established the following priorities to be managed by a school's incident management team (IMT):

- minimise or eliminate any danger or risks to individuals;
- contain the incident and work effectively with emergency services;
- assist in any investigation and ensure the school acts in a lawful manner;
- look after the emotional wellbeing of the school community and communicate with the wider community, parents and key stakeholders; and
- restore normality as soon as possible.

Staff should be confident that the Trust will take overarching responsibility for the management of a critical incident and support the local senior leadership team (SLT) whether the incident is in or away from their school. The Trust is aware of the emotional needs as well as the practical needs of each individual school community at a time when a critical incident occurs and will ensure that appropriate support is put in place for as long as it is needed. All schools in the Trust should address the generic critical incident pathway in Figure 1.

Figure 1: Critical incident pathway



1.4 Schools

The policy applies to the following locations:

- Field End Junior School - Field End Road, Ruislip, HA4 9PQ
- Hermitage primary School - Belmont Road, Uxbridge, UB8 1RB
- Oak farm primary school - Windsor Ave, Uxbridge, UB10 9PD
- Ruislip High School – Sidmouth Drive, Ruislip, Middlesex, HA4 0BY
- Ryefield Primary School - Ryefield Ave, Uxbridge UB10 9DE
- Vyners School - Warren Rd, Ickenham, Middlesex, UB10 8AB

2. Procedures

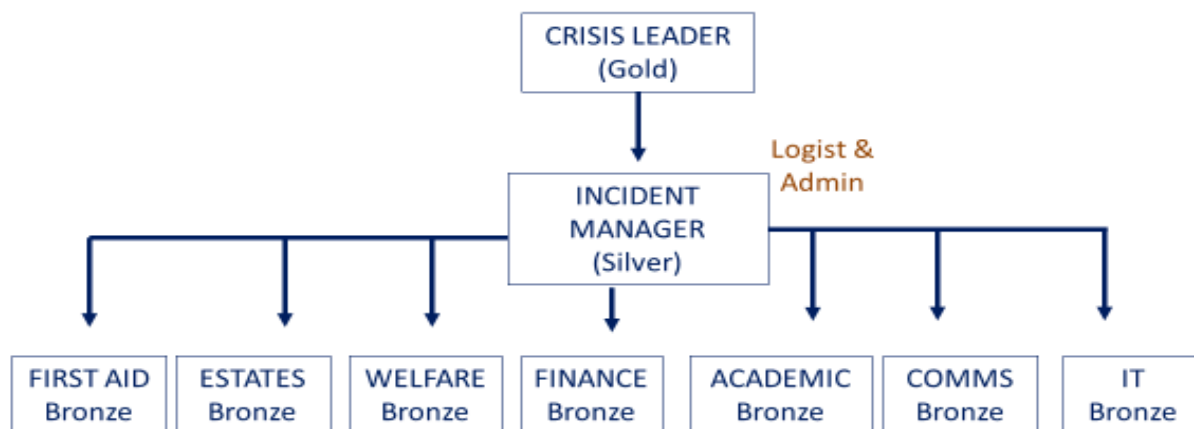
2.1 Decision-making structure

To ensure that the school adopts a coherent and co-ordinated response to any critical incident, a decision-making structure that is distinct and separate to the normal management structure will be used.

2.2 Incident management

The incident management structure is set out in Figure 2 and outlines the minimum number of roles that are required for an initial activation.¹ Should an incident arise, the incident lead will make adjustments to roles if required because of unavailable staff.

Figure 2: Incident management roles



2.3 Roles and responsibilities

2.3.1 Crisis leader, gold level

The Trust is responsible for establishing the strategic priorities, determining resourcing levels available, appointing a local incident manager and undertaking strategic stakeholder engagement. In the initial stages of an incident, or until notified otherwise, the strategic priorities will be to:

- preserve life
- minimise damage/loss to buildings
- ensure welfare of staff and pupils
- resume designated critical activity
- return academic activity to normal, within allocated resourcing levels
- protect the local reputation and standing of the Trust

¹ Some of these roles may need to be allocated to the same person depending on staff numbers and training.

2.3.2 Incident manager, silver level

The incident manager, silver level, will be a member of SLT on site or the most senior member of the organisation on a trip. They will be in charge of all the available resources and use these to achieve the strategic aim of the crisis leader. They will implement the Trust policy and direct the IMT. They will carry out a continuous risk assessment of the live information coming from the crisis leader and IMT.

2.3.3 Incident management team, bronze level

The members of the IMT will have individual responsibilities and will use all available resources to ensure they work toward the strategic priorities as set out by the crisis leader and incident manager. They will have a clearly defined remit and need to stay within the parameters of this. They will carry out a continuous risk assessment of the situation and relay live information to the incident manager.

2.4 Resolution and debrief

The response required to return the school to normal activity, in the aftermath of a critical incident, may require activity to extend over a considerable time. Once the crisis leader is satisfied that any on-going action required can best be accomplished through the school's day-to-day managerial structure, the critical incident should be declared finished, and the critical IMT stood down. If appropriate and prior to formal notification of being stood down, the crisis management team should attend a 'hot' debrief session and should be held no later than three days after the initial incident. The crisis leader will then organise facilitated debriefing sessions for all staff members and pupils, to discuss the incident and to give them the opportunity to emotionally process their experiences; this also provides an opportunity to assess whether follow support or counselling is appropriate.

Section 3: Acts of terrorism

3.1 Martyn's Law

In line with the requirements introduced by Martyn's Law, all schools within the Trust have a duty to ensure appropriate and proportionate protective security measures are in place to reduce the risk of harm in the event of a terrorist incident. Martyn's Law, formally known as the Terrorism (Protection of Premises) Act 2025 ([click here](#)), seeks to enhance public safety by placing a legal requirement on certain premises, including schools, to assess the threat from terrorism and implement appropriate safeguarding measures. All schools need to meet the 'standard duty' requirements for its premises. Schools are exempt from 'enhanced duty' requirements as set out in schedule 1, paragraph 14(3)(b) of the legislation. Schools are also exempt from the requirements for events, as set out in schedule 2, part 2, paragraph 6 of the legislation. Standard-tier premises, which are those with a public capacity of 100 or more, **must**:

- Notify the Security Industry Authority (SIA) that the Vanguard Learning Trust's Board of Trustees is responsible for its school premises;
- Put in place appropriate public protection procedures for:
 - evacuating people from the school;
 - invacuating people to a place in the school where they are safer;
 - lockdown to prevent people entering or leaving the school; and
 - communicating with people during an incident, to alert them to danger and give instructions about what to do.

3.2 Department for Education guidance

The Department for Education's supplementary guidance, '*Protective security and preparedness for education settings*' (2025, [click here](#)), recommends that schools should:

- make simple plans to improve protective security awareness and preparedness that can deter terrorists and other security threats looking for a target and help keep learners, staff, volunteers and visitors safe;

- appoint a senior security lead ('Designated Person'), who is responsible for developing and maintaining policies and plans that promote a good security culture and deters someone intending to cause harm from targeting the setting;
- provide regular reminders that all staff will need to play a vital role in responding to an incident;
- consider what works best for learners and staff with special educational needs and disabilities (SEND) to ensure that policies, plans and procedures are inclusive and accessible;
- create a 'Bomb threat checklist' in preparedness for a live incident. All staff should be familiar with the processes;
- familiarise staff with RUN HIDE TELL to ensure they can immediately respond to live incidents and make adjustments for those with SEND, if required;
- ensure that Personal Emergency Evacuation Plans (PEEPs) are in place for those required. These plans should also be adjusted to consider the impact of alternative arrangements for learners with SEND; and
- consider compiling a 'grab kit' comprising of key items that can assist during an incident; this is particularly helpful for learners with SEND.

3.3 Designated Person

The Designated Person, will normally be the Headteacher or another appropriately trained senior staff member, should maintain a record of completed training, drills and any risk assessment reviews. They should also review this policy at the start of each academic year. Trust central services will support schools by providing information and training materials related to Martyn's Law, as well as facilitating regular reviews and learning from any sector-wide incidents. This duty complements, rather than replaces, existing safeguarding and health and safety responsibilities. Schools must continue to collaborate with emergency services, the local authority and Trust leadership to ensure a co-ordinated response to any incident involving serious violence or a potential terror threat.

Section 4: Monitoring and training

4.1 Monitoring

The monitoring of the use of this policy will be added to the compliance report so that schools can log critical incidents and any lessons learned can be shared and noted. This is a standing item at the local governing body and in some cases will relate to figures collected for real evacuations and shelter-ins. The school's headteacher will be responsible for sharing any lessons learned with other school leaders; in order to facilitate this, lessons learned will be a standing item on the headteachers' agenda.

4.2 Training

School leaders receive annual training on critical incidents in the autumn term; this has been done through a third party since 2020. The CEO, and senior members of the central team, are also trained as and when required.

Version history

First issue/revision date	Approved by	Summary of changes if not first issue
May 2026	BoT	Oak Farm has been added. In section 3.3, clarity has been provided on who the designated person would be.
July 2025	BoT	In section 2.2, reference to the HR leads has been removed as would not be possible for all schools to have this coverage. In section 2.4, the written report has been removed as this does not happen and has been superseded by the information in 3.1. Section 3 on acts of terrorism has been added in line with requirements of Martyn's Law and DfE guidance. Section 4 on monitoring and training has been added.

October 2024	BoT	There have been no changes to this policy. The Director of Operations has recommended that we only review the policy when a new school joins the Trust, due to the importance of maintaining consistent critical information.
October 2022	BoT	New policy

Appendix 1: Bomb threat protocol

1. Purpose

This protocol provides guidance for responding to bomb threats, whether received by telephone, email or other means, and addresses procedures for suspicious packages both inside and outside school premises. It is based on a template provided by the Department for Education ([click here](#)). It ensures the safety of students, staff and visitors, and provides clear steps for managing incidents during structured and unstructured times, as well as school events.

2. Responsibilities

2.1 Headteacher

The headteacher, or the deputising senior leader, has overall responsibility for managing bomb threats. They should:

- ensure key staff and other senior leaders are familiar with this protocol so that they can act appropriately in the event of a threat, including when they are absent from the site;
- oversee the immediate reporting of the threat to the police, which can be delegated to another member of staff;
- oversee the school response to the threat; and
- inform the Trust CEO and provide regular updates.

2.2 Staff

All staff should:

- actively engage in any training or information provided by the school/Trust;
- immediately follow any instructions given by senior leaders/other appointed staff in the event of a bomb threat;
- immediately report people/persons acting in a suspicious manner or any suspicious package or device; and
- employ good 'housekeeping' practices so that suspicious packages may be more easily identified.

3. Managing the threat

3.1 Immediate actions

All threats should be taken seriously, until officially confirmed to the contrary. 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. All bomb threats are classed as critical incidents and the Trust's CEO must be informed as soon as possible once the matter has concluded or for advice if required. The person who finds the suspect device or receives the threat should be available for interview by the police or other authorities.

3.2 Telephone warnings

If a bomb threat is received by telephone, the receiver should:

- remain calm and keep the caller on the line as long as possible;
- attract the attention of a colleague to immediately inform the headteacher (or deputising senior leader), who will call the police via 999 without delay;
- promote conversation with the caller and do not hang up until advised by the police;
- record the following details in the bomb threat form (see **Appendix**):
 - date and time of the call
 - exact wording of the threat
 - caller's number if visible
 - caller's gender (if possible), as well as the tone and accent
 - any demands or instructions given
 - any code word given to the caller

- whether the audio sounds as though it was being read from a prepared text or was it a taped message
- whether the caller sounds intoxicated
- whether there is any indication of the callers' mental state; did they sound excited, disturbed, incoherent etc.?
- whether there is any background noise, eg. house noises, street noises, music?
- ask the caller:
 - where is the device located?
 - what does it look like?
 - what kind of bomb is it?
 - when is it due to detonate?
 - what might cause it to explode?
 - why has it been placed?

3.3 Written warnings

If a threat is received via email or written message, the receiver should:

- preserve the message and avoid touching or moving it;
- take a screenshot, if possible;
- note any contact details in case the message is deleted (sender's email address or username/user ID for social media applications); and
- inform the headteacher, or the deputising senior leader, immediately.

3.4 Responses to a bomb threat

There are four responses that can be made to a threat, which will be taken following advice from police/emergency services:

- **Do nothing:** This may be appropriate in cases where there is strong evidence that the threat is malicious or a prank, such as a call from an intoxicated person or child.
- **Search and evacuate if necessary:** This option is appropriate when the assessment of the threat level is low.
- **Search and partial evacuation:** Normally employed for moderate threats where there is no reason to believe an explosion is imminent, the suspected device is small, or part of the site is deemed to be a safe distance away from the threat.
- **Immediate evacuation:** This is appropriate for high risks where there is a possibility of an imminent detonation. The urgency of the situation may necessitate the headteacher making this decision without first gaining advice from police/emergency services, such as when there is a credible warning of an imminent explosion.

3.5 Location of evacuation

The DfE advises that evacuation needs to be to a safe location (a 'muster point') at a safe distance away from the threat. The safe distance depends on the possible size and type of the suspicious item.

- 15 metres: Mobile phones should or radios/electronic devices should not be used within 15 metres of the suspicious item. 15 metres is about the length of 3-4 cars.
- 100 metres: Evacuation should be at least 100 metres away from a small item, such as a rucksack. This is the recommended minimum evacuation distance where there may be a risk to life.
- 200 metres: Evacuation should be at least 200 metres away from a small vehicle or large item, such as a car or a wheelie bin.
- 400 metres: Evacuation should be at least 400 metres away from a large vehicle, such as a van or lorry. This may be several streets away.

Each school's muster point(s) can be found in Part B of the Trust's critical incidents policy.

4. Searching for devices

The police do not always evacuate premises, and may advise that a search is made to confirm the existence of a device. Devices are normally placed in easily accessible areas, and searches should look to identify items that should not be there, can't be accounted for, or appear out of place.

4.1 Search procedure

Staff searching for devices should adhere to the following procedure:

1. Stand still at the entrance/threshold of a room/area, looking round to identify signs of a device. These include small (LED) light sources, ticking or whirring noises.
2. Make a first search around the sides of the room/area, checking walls from top to bottom and the floor area close to the walls. This includes checks behind curtains, boarding, as well as on and around furniture. The search should start and finish at the entrance to the room/area.
3. Make a second search around the main floor area. Furniture should not be moved but drawers should be opened and gaps in and under furniture should be explored. If the floor covering shows recent evidence of disturbance, then this must be reported.
4. Look at the ceiling area, starting in one corner and then systematically scan the whole area.
5. After the search has been completed, the findings should be immediately reported to the headteacher/senior leader in charge in their absence.

4.2 Indicators of a suspicious package

The 7 Ss can be used to help identify suspicious letters or parcels:

- **SIZE:** Is the letter/parcel big enough to house a device? Does the package seem heavy for its size?
- **SENDER:** Do you recognise who sent it from the postmark, label or typeface? Do they match and can you check with the recipient? Has it been hand-delivered or from an unknown source or unusual location? Does it have poor or illegible handwriting?
- **SHAPE:** Does it have an unusual shape or weight distribution?
- **STAMPS:** Are there no stamps on the parcel, or is it over stamped? Is the postmark blurred, smudged or missing all together?
- **SEAL:** Has the letter/parcel been sealed more securely or excessively wrapped to ensure contents don't fall out? Is there any wiring or tin foil visible inside packages where open/partially open?
- **STAIN:** Are there any oily stains/grease marks visible on the envelope or oily fingerprints on the outside? (Some explosives weep/sweat small amounts of liquid that produce a stain).
- **SMELL:** A strange smell such as almonds or marzipan should be treated with suspicion. An overpowering fragrance/perfume is sometimes used to cover up or disguise other smells.

5. What to do if a suspicious package is discovered

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 (eg. from a device at one of the entrances/exits) than if they had remained within the building.

Inside the school

Staff inside the school should:

- immediately stop any radio or mobile telephone transmissions within the vicinity of the suspect package;
- not touch, move or tamper with the package;
- not cover or encase the package in any way;
- be alert to secondary devices as there may be more than one;
- clear the immediate area and keep others away; and
- inform the headteacher, or the deputising senior leader, immediately. The headteacher, or deputising senior leader, must call the police immediately.

Outside the school (on premises):

Staff outside the school should:

- avoid the area and prevent others from approaching; and
- inform the headteacher, or deputising senior leader, immediately. The headteacher, or deputising senior leader, must call the police immediately.

6. Evacuation and lockdown

During an evacuation or lockdown, staff should:

- follow the school's critical incident evacuation or lockdown procedures;
- during unstructured times such as break and lunch, ensure students are moved to safe areas quickly and calmly; and
- for events such as parents evenings, follow the same procedures and ensure visitors are guided safely to assembly points.

7. Liaison with emergency services

The headteacher, or deputising senior leader, is responsible for contacting the police. All staff must follow any instructions given by emergency services regarding evacuation, search or re-entry.

8. Post-incident actions

Following an incident:

- Nobody should re-enter the school until cleared by the police.
- The decision to re-occupy should be made by the headteacher/senior leader deputising in their absence, after advice from police/emergency services.
- Staff returning to buildings should check their work areas to ensure that there are no further suspicious packages/devices. Anything suspicious should immediately be reported to police/emergency services and headteacher.
- The headteacher, or deputising senior leader, must record details of the incident, including actions taken, individuals involved and communications with emergency services.
- The school should send a brief message to parents/carers as outlined in the Trust's critical incidents policy.
- The school must not reveal details about incidents to the media or through social media without prior consultation with police and Trust CEO.

9. Debrief

After any threat involving a bomb threat, the Trust will ensure that the following takes place:

- **Debrief:** Staff involved in the incident will participate in a debrief to review actions and identify immediate concerns.
- **Support:** Staff and students will have access to pastoral and psychological support as needed, such as those listed in the Department for Education's '*Protective security and preparedness for education settings*' guidance ([click here](#)). School leaders should monitor for delayed stress reactions.
- **Review and learning:** The school's senior leadership team will review the incident to identify lessons learned and any required improvements to procedures or training.
- **Communication:** Clear and factual updates will be provided to staff, students, parents/carers and relevant authorities.
- **Records:** A record of the incident, response and debrief will be maintained.

10. Training and awareness

- Staff should be familiar with this protocol and receive annual training on responding to bomb threats and suspicious packages.
- Procedures should be rehearsed during fire and emergency drills where appropriate.

11. Bomb threat form

- **Remain calm and promote conversation with the caller**
- **If possible, discreetly signal a colleague to inform the headteacher call the emergency services via 999 from a different phone.**

Details of call:

Date of call	
Time of call	
Caller's number (if available)	
Gender of caller	
Tone of voice	
Accent	
Any specific demands or instructions given	
Live, prepared text or recorded message?	
Does the caller sound intoxicated?	
Caller's mental state: excited, disturbed?	
Background noises: house, street, music?	

Ask the caller:

Where is the device located?	
What does it look like?	
What kind of device is it?	
When is it due to detonate?	
What might cause it to explode?	
Why has it been placed?	

Next steps:

Name of staff completing form	
Form passed to who?	
Notes	

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Critical incident policy and procedures

Part B: Hermitage Primary School

Summer 2026

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Part B: Local critical incident plans & procedures

3. Incident classification and escalation criteria

3.1 Classification

Any incident or suspected incident should be notified to the school reception desk (in school hours) or to any member of the SLT (out of school hours) as soon as practicable. The receptionist or member of SLT notified will immediately ascertain and record the following:

- Exact location and address of the incident
- Time incident occurred
- Number of pupils and staff directly impacted
- Number and extent of injuries/fatalities
- Presence of Emergency services
- Nature of incident

An incident should be classified using the following criteria outlined in Table 1.

Table 1: Incident management classification

Category	Criteria
Critical Incident	Fatality
(Contact any member of the SLT)	Serious injury
	Violent trespass / Threat of
	Loss of building
	Loss of access to campus
	Data breach
	Suspicious package
Priority Incident (Contact Estates Manager)	Loss of utility
	Loss of IT
	Disruption to transportation
	Food poisoning
	Minor injury
	Severe weather
	Bomb threat
Routine	Minor or temporary disruption not expected to exceed 4 hours

The receptionist or initial point of contact should identify and contact any **immediately available** member of the SLT for a CRITICAL INCIDENT. During school hours, once a member of the SLT has been contacted and briefed on the incident, they in turn **must immediately assume** the role of **incident manager (silver)**. For an out-of-hours incident, the on-call member of the SLT will assess whether immediate activation of the IMT is required. This is mandatory for an incident assessed as critical. A list of generic holding statements that can be used by the IMT is available in **Appendix 1**.

3.2 Incident management team

The IMT will comprise the following roles and on activation should meet in the designated incident Room or join a VLT initiated Microsoft Teams/google meet video conference.

Table 2: School appointed staff

Function ¹	Name	Alternate
Crisis leader	Nicholas Hingley	Parmjit Kaur Varaitch
Incident manager	Parmjit Kaur Varaitch	Georgia Harling
Welfare lead	Sarah Mahoney	Vesela Raycheva
Academic lead	Rachel Langford	Lestacia Stephen
Finance lead	Sue Brown (VLT)	Naginder Chaggar (VLT)
Estates & logistics	Tom Elsdon	Scott Beavers (VLT)
Comms & media	Georgia Harling	Prima Mendonca
First aid response	Vesela Raycheva	Sarah Mahoney
IT	Karen Ayris	Richard Perryman
Admin	Prima Mendonca	Parminder Sood
Logistics	Lestacia Stephen	Tom Elsdon

3.3 Incident manager (silver) – role and responsibilities

The Incident manager is responsible for developing a plan that will resolve the incident and restore normal activity in accordance with the priorities and resourcing levels set out by the crisis leader (gold). An individual who is a member of the SLT will assume the role of incident manager upon an initial request by the office or at the request of the crisis leader. Once the incident manager is satisfied, they are fully aware of the current situation and ongoing activity they should:

- commence an incident log (see **Appendix 2**)
- convene the IMT; (see **Appendix 3** for agenda)
- the role of the functional leads in the IMT is to organise the implementation of any tasks allocated to their function, under the plan developed by the incident manager. This may require the identification and instruction of others to undertake the task required;
- establish and deploy a first aid/safeguarding response team for an on-site incident;
- appoint an emergency response lead (ERL) for any off-site incident; and
- activate/establish a telephone hotline/briefing portal.

3.4 First aid/facility response lead

The role of the first aid/safeguarding response lead is to attend the immediate vicinity of an incident occurring within the school to:

- assess and confirm the nature of the incident;
- provide first aid to injured parties;
- identify any vulnerable or looked after students;
- establish a cordon to prevent further endangering of staff and pupils; and
- initiate emergency action to prevent further injury or damage.

Where it is not safe to undertake a physical investigation, a remote investigation by CCTV or other means should be considered. It is essential that an initial assessment of the incident is made and passed to the incident manager with a recommendation on whether to invoke a predetermined “evacuation” or “shelter-In” plan as a matter of urgency.

¹ In the primary schools roles can be allocated to the same person if the IMT feels it is necessary.

3.5 Emergency response lead - off-site

The emergency response lead is the most senior member of staff on a school trip or event away from the school premises. The role of the emergency response lead is to attend the immediate vicinity of an incident to initiate/confirm the attendance of emergency services who can provide first aid to injured parties, to ensure that all remaining students are located and moved to a nearby place of safety as soon as possible. Once this has been achieved to then provide an assessment to the incident manager of the names of pupils who have been injured, the nature of their injury and their current location. **Appendix 4** has a list of items for the emergency grab bag and **Appendix 5** has a list of emergency contacts.

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

To comply with the requirements of the Terrorism (Protection of Premises) Act 2025 (known as Martyn's Law), the school will notify the Security Industry Authority (SIA) that Vanguard Learning Trust's board of trustees is responsible for its premises. The Act also requires schools to have plans for evacuation, invacuation, lockdown ('shelter in') and how the school will communicate with people during an incident, all of which are outlined within this policy. As set out in Part A, the Department for Education recommends that schools appoint a security lead ('Designated Person'), who is responsible for developing and maintaining policies and plans that promote a good security culture and deters someone intending to cause harm from targeting the setting. At Hermitage Primary School, this person is Mr Nicholas Hingley.

4. Shelter in place

4.1 Signal

The signal for shelter-in is a continuous internal school alarm.

4.2 Activation

The office/or SLT will activate the signal if made aware of an armed or potentially violent intruder in the locality or upon request from an individual acting in the capacity of an incident manager under the critical incident plan.

4.2.1 Action on instigation – all staff and pupils

On hearing the 'shelter in place' signal, all staff and pupils must:

1. Make your way immediately to the nearest building or designated refuge (whichever is closer).
2. Go to the nearest classroom/room.
3. Remain in the classroom/room until further notice.

4.2.2 Action of teachers and staff

Please follow the **CLOSE** procedure:

1. Close - all doors and windows - draw curtains/blinds if present. Turn off the lights
2. Lock up - lock classroom doors shut (put a door stop in front of the door)
3. Out of sight - minimise movement & move away from doors/windows. Take shelter in the far corner of the classroom that is least visible to an intruder and away from all external windows
4. Stay - calm and be as quiet as possible/turn phones to vibrate
5. Endure
 - a. Access the school Google Drive via your desktop
 - b. Take the register on the 'shelter-in' excel, recording all pupils and adults in your room
 - c. Follow any guidance/instruction given via email

4.2.3 Release

Normal activity and movement from any classroom or office, may only occur when a notification of “ALL CLEAR” has been advised in person by a member of SLT or has been posted on the staff WhatsApp group. A debrief with SLT and a record of the incident will be kept for compliance.

5. Evacuation procedures

On-Site local

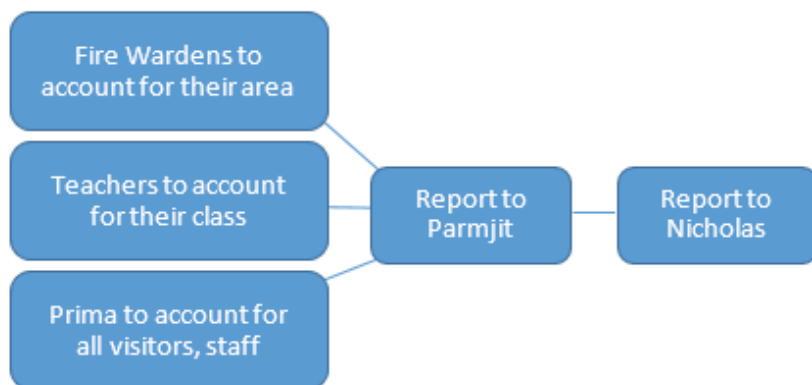


Fire Evacuation Procedures

(Updated: 1.6.2026)

Areas	Fire Wardens	Back Ups
Upper School	Prema Sridhar	Lestacia Stephen
Lower School:	Joanne Jackman	Albana Hoxha
EYFS Unit:	Karen Jones	Georgia Harling
Hub/Office/HE room:	Parmjit Varaitch	Georgia Harling
Check both halls/kitchen then stationed at the Office	Tom Elsdon	Kieron Martin

In the Event of the Fire Alarm Sounding: (nee-naw sound)	
Teachers & TA's	In silence, ensure your class lines up and leads out to the MUGA as quickly and as sensibly as possible. TA's and Teachers to grab yellow class medical bag and class laminate along with a yellow high-vis jacket . Insist on silence at all times. Exit with haste, do not stop to collect coats, bags etc. Close doors, windows if possible. Teachers to remain at the front of line and TA's at the back.
Fire Wardens (wear orange Hi-Vis)	To check all doors (internal and external) and windows are closed in their part of the school and that no child is left behind. Check toilets and break out areas and radio Site Manager with 'all clear' before joining their class on the MUGA. Caretaker to remain stationed at the front courtyard/gates to ensure visitors do not enter the school. Fire Wardens to inform Parmjit once on the MUGA.
Attendance Officer	Vesela to collect registers, exit building and give registers to class teachers as they enter the MUGA.
Classes	Classes line up at the back of the MUGA under their class sign. As soon as the class teacher is certain that all pupils are present (check against the paper register), make the class sit down (if dry) – and Parmjit visually notes it.
Nursery/Reception	Rachel L to support Nursery / Reception.
Medical	Sarah to take medical bum-bag out and be available to support any medical needs.
Visitors	Prima to ensure all visitors / kitchen staff / other adults on site are accounted for via Inventry iPad and directed to the MUGA. Prima to ensure the laminate for 'visitors' is used. Inform Parmjit.
Parmjit	Parmjit to inform Nicholas when all pupils/adults are accounted for and fire wardens have reported in.
Nicholas	To inform Site Manager of the 'all clear' (evacuation and roll call).
Site	Tom / Karen A to deal with fire alarms and Fire Brigade and inform Nicholas of outcome.
All staff	To wait to be informed that the site is safe to re-enter. Tom to inform Nicholas.
Break & Lunchtime Staff	Staff on duty to take themselves and pupils directly to the MUGA. All other staff to join them there.



Exit Routes:

Year 5F & 6:	Exit down far stairs
Year 5B & 4	Exit down main stairs
Year 1 – 3:	Exit from classrooms
EYFS:	Exit from classrooms
Catering Staff:	Exit via nearest fire door

It is of vital importance that staff and pupils take this seriously; insist on absolute silence at all times. Staff should also refrain from talking unless necessary.

Lunchtimes: (routes from within the hall)

Route A – via the large hall door and walk along the back of the school (no fire in kitchen or lower school).

Route B – via small hall door and across the pathway that parents take (fire in kitchen or lower school)

Route C – via the small hall door and out the delivery gate, walk along the road and re-enter school via the car park (fire in HE room, offices).

On returning to classrooms, please do this in reverse.

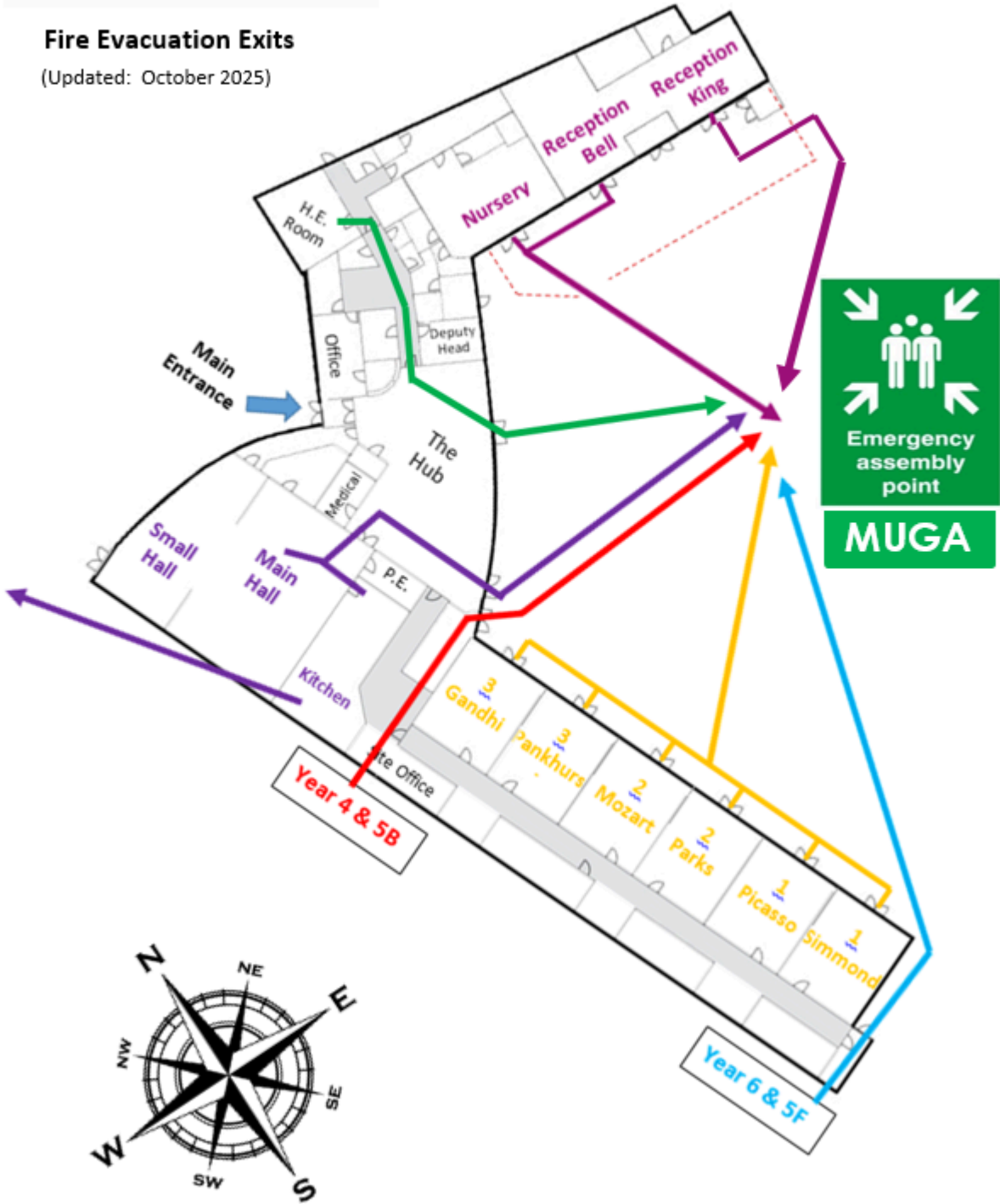
If we are required to exit the school premises, we will leave in an orderly fashion, via all possible exits, with the assistance of the Emergency Services. We will make our way to Uxbridge College.

On site map



Fire Evacuation Exits

(Updated: October 2025)



Off-Site procedure

Location	Contact name	Contact information
Uxbridge College (Appendix 7a for map)	Andy Miller Executive Director Corporate Services	01895 853311 amiller@uxbridgecollege.ac.uk
Hillingdon Leisure Centre - Athletics Stadium (Appendix 7b for map)	Christopher Parker General Manager	07860 680693 christopher.parker@gll.org

Off-site evacuation is implemented when it is unsafe to remain on the school site and evacuation to an off-site assembly location is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated location. Off-site evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Bomb threat
- Chemical incident
- Explosion or threat of explosion

The office will call 999 and inform the emergency services of the reason for evacuation, location of the evacuation site and numbers of staff and pupils being evacuated.

The evacuation location should be phoned on route to warn of imminent arrival.

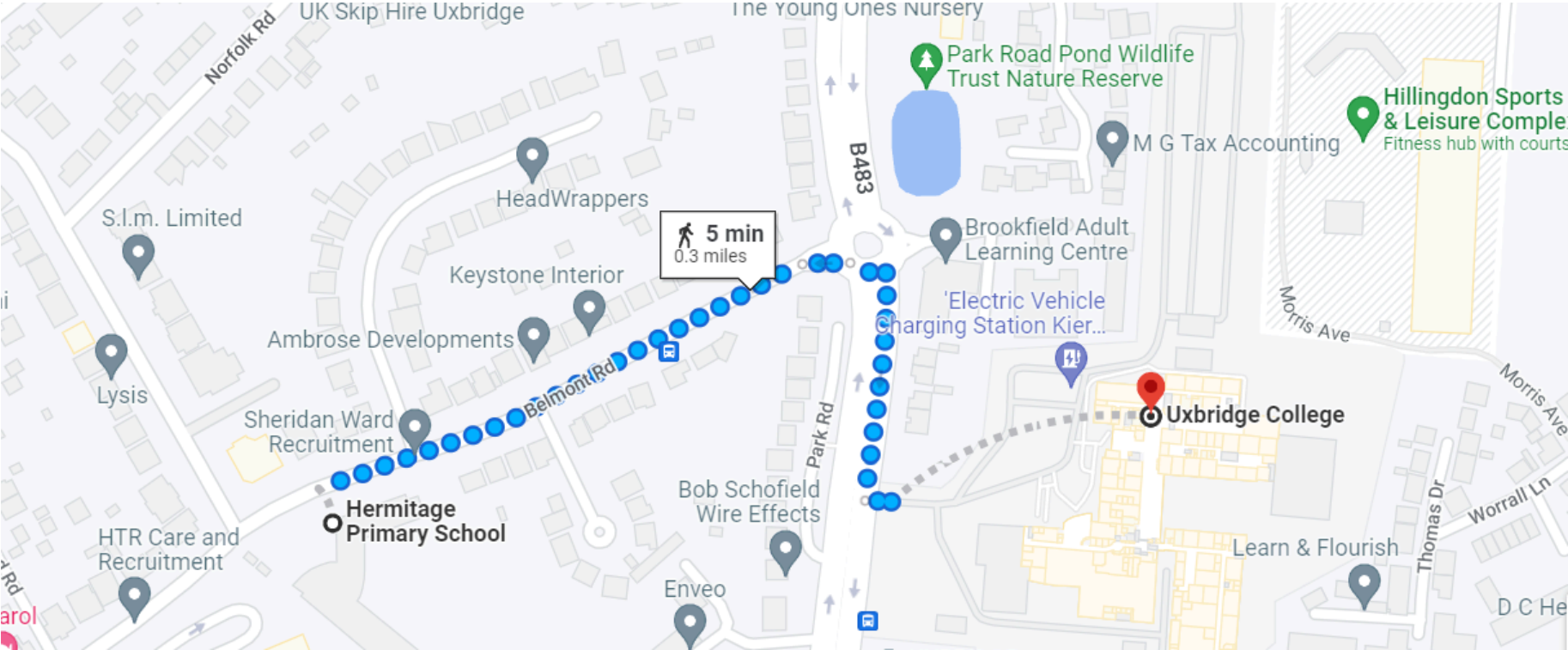
The evacuation in this situation, as opposed to fire, will be communicated by word of mouth to all staff.

Staff should check numbers of pupils prior to leaving and the office should check that all adults and visitors are accounted for. Missing persons should be reported to the Headteacher.

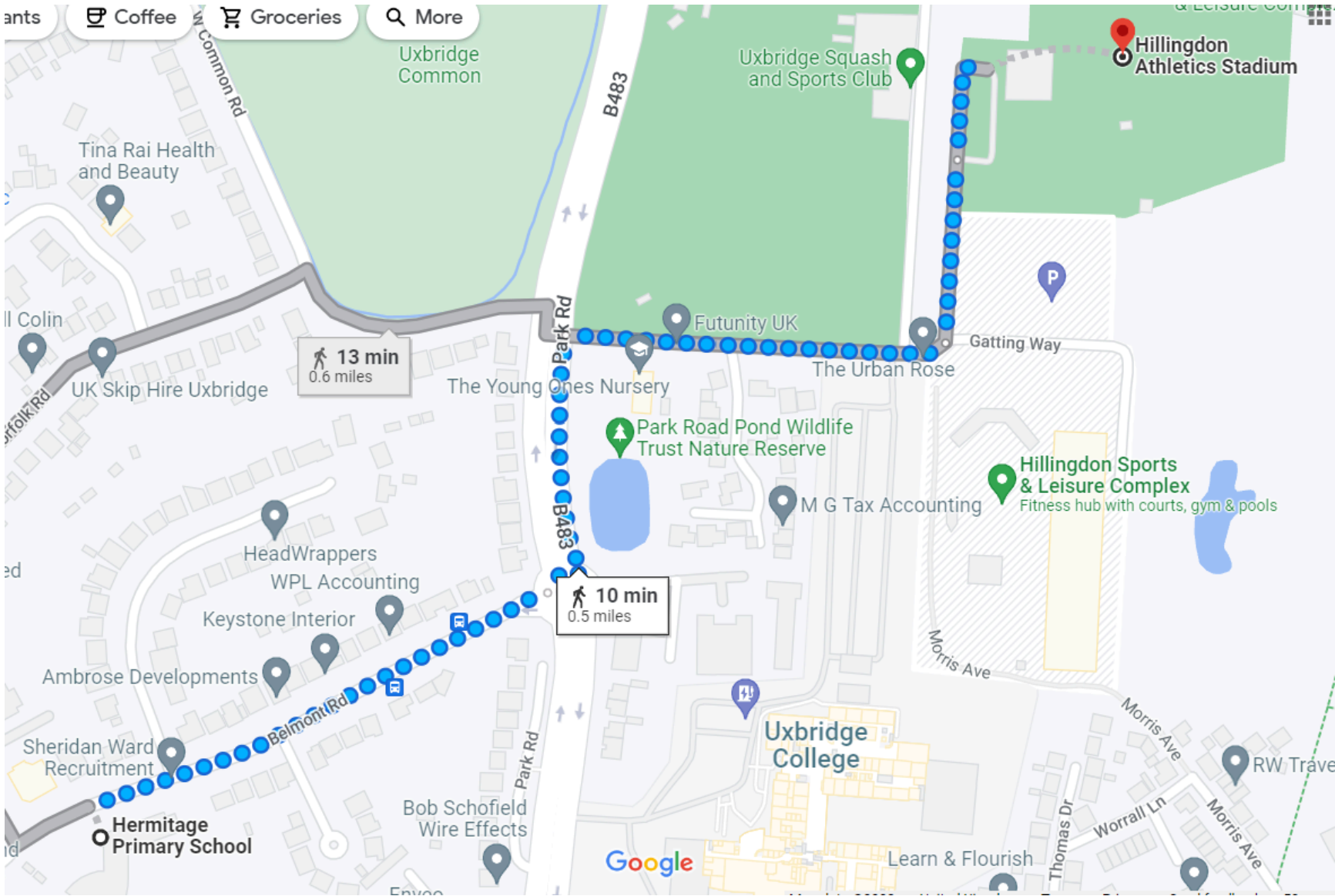
Staff should then lead all pupils and visitors out of the buildings along designated routes. Pupils should be lined up in an orderly fashion and walk along Belmont road to 1. Uxbridge College or 2. Hillingdon Athletics Stadium

Registers should be taken again on arrival at the evacuation location. Any missing persons should be reported to the Headteacher immediately.

Off-Site map Uxbridge College



Off-Site map Hillingdon Athletics Stadium



6. Site plans



Hermitage Primary School
Belmont Road
Uxbridge UB8 1RB
Tel: 01895 234 871
www.hermitageprimary.org.uk



Version history

First issue/revision date	Approved by	Summary of changes if not first issue
June 2026	LGB	Updated Part B (PV) Additional information added to section 4.2.2 Evacuation Procedure updated and inserted to section 5 Site Map updated and inserted to section 5 Minor changes to names/contacts
June 2025	LGB	Minor changes to language and formatting and a new Section 5.1 has been added to ensure that the school is compliant with the requirements of the Terrorism (Protection of Premises) Act 2025 (known as Martyn's Law)
September 2024		Updated Part B (KA)
October 2022	BoT	New Trust Policy

Appendices

Appendix 1: Holding statements

Appendix 2: Incident log

Appendix 3: IMT agenda

Appendix 4: Grab bag contents

Appendix 5: Emergency contacts

Appendix 1: Holding statements

1.	Generic incident: The School is currently dealing with an ongoing incident and has, as a precaution, activated its IMT. Emergency services have been notified and are currently attending/on-site working with the School. Parents of impacted children will be contacted directly and we would ask you not to try to contact or come to the school at this time. An update will be provided in 60 mins via school website parent portal/SIMS text
2.	Shelter in place In response to the report of..... The School has initiated its SHELTER-IN-PLACE procedure. Emergency services have been notified and are currently working with the school to investigate this. Please do not contact or come to the school at this time. An update will be provided in 30 mins via.....
3.	Serious injury Today's events, which have resulted in the serious/minor injury of a member of the school, have been a difficult/traumatic experience for all our pupils, their parents and our staff. While the emergency services continue to investigate these events, you will understand that we are unable to provide further details at this time. Our focus is on supporting those directly impacted and that we, as a community, support each other in the days ahead, as we seek to return to as normal an academic life as is feasibly possible. Our thoughts and prayers are with the injured and their families.

Appendix 2: Incident log

Time	Issue / Information	Decision / Action	Allocated Owner

Appendix 3: IMT agenda

IMT Agenda											
Section 1 – Introduction											
This is the Hermitage Primary School Incident Management Team. I am Nicholas Hingley, Headteacher. I am going to take a roll call by function, give an update on the issue that needs addressing and the actions needed. Please put your phones to silent and if you are on Teams, please put yourself on mute. At the end of this meeting, I will invite contributions from non-functional leads.											
Section 2 – Roll Call											
<table><tr><td>Crisis lead</td><td>Incident lead</td></tr><tr><td>Academic lead</td><td>Pastoral lead</td></tr><tr><td>Comms/media</td><td>First aid</td></tr><tr><td>IT</td><td>Facilities</td></tr><tr><td>Finance/business</td><td>Other</td></tr></table>		Crisis lead	Incident lead	Academic lead	Pastoral lead	Comms/media	First aid	IT	Facilities	Finance/business	Other
Crisis lead	Incident lead										
Academic lead	Pastoral lead										
Comms/media	First aid										
IT	Facilities										
Finance/business	Other										
Section 3 – Current Situation											
Outline / Describe current picture/ assessment of key issues. Question: “Does anyone have a different understanding of the issues or a more accurate assessment?”											
Section 4 – Priorities											
• Outline strategic goals set by GOLD (i.e Casualties / Impact / Awareness) • Review priority of strategic aims.											
Section 5 – Plan of action											
• Outline key features of plan. • Allocate actions / scope of authority to functional leads.											

- Request updates on allocated Bronze tasks & actions
- Admin to record action / owner / timescale

Section 6 – Recap

- Confirm strategic priorities, key elements of plan and priority actions to be undertaken.
- Comments - Invite input from non-functional leads.

Section 7 – Next Meeting

Set date, time and venue for next session.

Appendix 4: Grab box contents

1.	Stationery pad	1
2.	Flip charts	1
3.	Marker pens	5
4.	Pens and pencils	(pack)
5.	Blu tack	(pack)
6.	Policy logs	1
7.	Critical incident plan (printed copy)	1
8.	List of staff (+ contact numbers)	1
9.	List of pupils (current year)	1
10.	List of pupils emergency contacts	1
11.	Business continuity plans	1
12.	Wi-Fi access and codes	1
13.	Portable handheld radio	1
14.	High-vis jacket	(5)
15.	Torch	2
16.	Barrier tape	2
17.	Clubs lists	1
18.	Pupil/Staff Medical list	1

Appendix 5: Emergency contacts

Trust	Telephone / email
Martina Lecky	0208 866 8752 mlecky@vlt.org.uk
Emma Jordan	0208 866 8752 ejordan@vlt.org.uk
Scott Beavers	0208 866 8752 sbeavers@vlt.org.uk
Stephen Burns	0208 866 8752 sburns@vlt.org.uk
Anita Evans	0208 866 8752 aevans@vlt.org.uk
tbc (CoG)	

Organisation	Name	Telephone
GAS National Grid PLC		0800 111 999
ELECTRICITY National Grid PLC		0800 111 999 0800 6783 105
WATER KDH	Ken Mordue	kdhwatmanagementltd@gmail.com 0208 9900 9665/07976 571162
MEM Contractor	Joanne Hemmings	01895 672807 joanne@memservices.co.uk
FIRE Select	Jon Hammond	07535 243019 jon@selectsystems.net
INTRUDER ALARM Select	Jon Hammond	07535 243019 jon@selectsystems.net
Signing in/out - <u>Inventry</u>		0113 322 9253 support@inventry.co.uk
IT Provider - RM	Anthony Porther VLT IT Lead	tporther@vlt.org.uk 07949 204458
Public Health England		111 or 0207 654 8000
LBH Corporate Communication		01895 556289

RPA Insurance		0330 058 5566 or 0203 475 5031
LADO	Nicole Diamond	01895 250975 / 07753431285 <u>lado.contact@hillingdon.cjsm.net</u> <u>LADO Contact Form - Hillingdon Council</u>
ESFA		0370 000 2288
CATERERS Impact Food Group	Adam Gridley	07436 975815
CLEANERS Hayward Services	Fernando Lima	<u>fernando@haywardservices.co.uk</u> 07961295527
Lettings		
Facilities Manager Director of Estates and Facilities	Tom Elsdon Scott Beavers	<u>telsdon@hermiteprimary.org.uk</u> 07943 952485 <u>sbeavers@vlt.org.uk</u> 07702 175943
Hillingdon Council Advisor	Richard Western	<u>rweston@hillingdon.gov.uk</u> 07566 763723