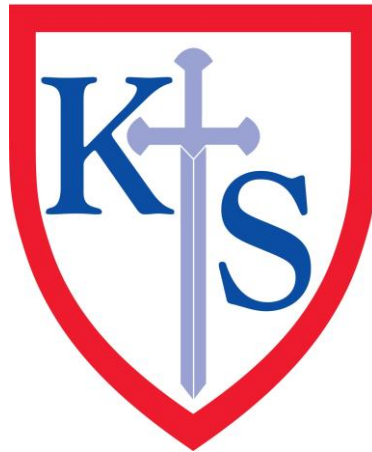


Kingsland CE Primary School

Critical Incidents Policy



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our vision:

As God's children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

January 2026

Kingsland CE Primary School

Critical Incidents Policy

Date for full implementation: January 2026

Review date: January 2029

Linking with our Vision

At Kingsland Church of England Primary School, we are committed to promoting and ensuring equality of opportunity for all. Throughout our school curriculum, in both teaching and learning, we actively endeavour to promote understanding and appreciation of our racially diverse society. We perceive our role to be opening a 'window on the world', through which our pupils are actively encouraged to develop respect for the beliefs and cultures which enrich our everyday lives.

We work hard to ensure our school is a fair, unprejudiced place. We strive to eliminate inequality wherever it occurs and we believe in a Christian ethos of tolerance and understanding of all minority groups in society. No one at Kingsland CE Primary School will be treated unfairly because of his or her creed, colour, disability or gender.

More details are available in our Equal Opportunities Policy.

The health, safety and welfare of all the people who work or learn at our school are therefore of fundamental importance. We aim to provide a safe, secure and pleasant working environment for everyone. The governing body, along with the LA, takes responsibility for protecting the health, safety and welfare of all children and members of staff.

Aims

- To ensure that the procedure and need for planned emergency arrangements is understood by all staff and the school community.
- To support the school's safeguarding priorities and policy.
- To provide reassurance of the practical help available from staff, Local Authority and other agencies e.g. Educational Psychologist, at short notice.
- To have emergency arrangements in place.

Definition

An event – or events – usually sudden, which involve significant personal distress, possibly to a level which potentially overwhelms normal responses and procedures and which is likely to have emotional and organisational consequences.

An Emergency – The Scope of the Policy

In School

- A deliberate act of violence, such as the use of a knife or firearm.
- A school fire, explosion or structural damage (due to adverse weather conditions).
- A pupil or teacher being taken hostage.
- The destructive or serious vandalising of any area of the school.
- A serious accident or death.
- Flash flooding.

Outside School

- The death of a pupil or member of staff through natural causes or an accident.
- Death or injuries on school journeys / excursions.
- A transport related accident involving pupils and/or members of staff.
- A more widely spread disaster in the community.
- Civil disturbances and terrorism.

In respect of school visits, details of each trip are entered on the Local Authority Educational visits' website 'EVOLVE' by the visit organiser. Generic risk assessments are added to cover possible serious incidents e.g. a coach crash, which includes instruction on what action needs to be taken.

Once the form is completed, it is submitted to the Educational Visits Co-ordinator and the headteacher for approval. In addition, the visit leader is provided with a list of emergency contact numbers for pupils and accompanying staff, information on pupils with medical conditions and a first aid bag.

Emergency Action

In the light of a critical incident, the following actions will be undertaken by the headteacher:

- Set up an incident log (pro-forma in Appendix 1) and continue to note all factual information, actions taken and received.
- Note the time of those and subsequent events.
- Make every attempt to clarify exactly what has happened.
- Consider whether Local Education Authority support is required.
- Inform all relevant people.

During School Day

- Avoid closing the school unless there is overwhelming pressure to do so.
- Try to keep to normal routines and timetables.
- Consider use of TA support - where available.

During Weekends and School Holidays

Arrange for keyholders to come into school and open parts of the school as appropriate.

Contact with Media

- If media attention is attracted, wait for Local Authority involvement and advice, and postpone any media comment until such advice has been received.
- Do not reveal any names to media.
- Be prepared for the fact you might be interviewed or filmed.

Measures to mitigate the effects of a serious incident

- A grab bag containing contact details of pupils, staff, governors and other important numbers and 'The Critical Incident Policy' to be readily available in the event of a sudden evacuation (*kept in the office*).
- Back-ups of school data e.g. documents, financial information and an electronic Asset Register to be maintained and kept off site
- Buildings and Contents insurance in place.
- Identify premises that may be available for use in the event of a major incident forcing the school to close.
- Staff training is up to date e.g. Events Co-ordinator, Fire Marshall, Safeguarding, First Aid
- Risk assessments are up to date.
- Regular evacuation practice (termly).
- Safety talks to children.

Martyn's Law

This is in reference to the DfE guidance '[How Martyn's Law will affect education settings](#)' and '[Protective security and preparedness for education settings](#)'.

The act sets out a tiered approach that is based on the number of people reasonably expected to be present at the same time. Premises that reasonably expect 200 or more people to be present will fall into either the standard or enhanced tier.

The standard tier applies to premises that can reasonably expect between 200 to 799 individuals to be present.

The enhanced tier applies to premises that expect 800 or more individuals to be present.

Certain events will also be drawn into scope of the enhanced tier if 800 or more individuals are expected to attend, it is publicly accessible and there are entry controls in place.

On a normal school day, there would be fewer than 200 people on site at Kingsland CE Primary School. However, for certain events (in the school hall, Kingsland Church, Coronation Hall), there may be more than 200 people on site.

The school refers to the self-assessment and checklists below to inform decision-making.

Protective security and preparedness self-assessment

Quick self-assessment

This tool will allow you to determine your existing strengths and will assist you in identifying any gaps to help improve plans.

What do you have in place?	Yes/No	For more information
Do you have protective security and preparedness plans (or critical incident plans, or similar) in place?		Writing, testing and implementing your protective security and preparedness plans
Do you have a member of staff responsible for security?		Staff roles in protective security and preparedness work
Do you have plans in place that make your setting a less attractive target?		Embedding a security culture
Do you have procedures for locking down rooms and evacuating people to protected spaces?		Response options for your setting: lockdown, evacuation, evacuation
Do you have a range of muster points for evacuations?		Response options for your setting: lockdown, evacuation, evacuation
Do you have a flexible method for alerting staff to an incident and giving specific instructions?		Communicating during an incident
Do you have a plan to warn neighbouring premises about an incident?		Communicating during an incident
Do you have emergency grab kits?		Compiling your grab kits
Does all of your staff know and understand what they may need to do in an incident?		Writing, testing and implementing your protective security and preparedness plans

What do you have in place?	Yes/No	For more information
Do staff receive a protective security and preparedness induction and regular training?		Writing, testing and implementing your protective security and preparedness plans
Have you ever tested your plans to ensure they work?		Writing, testing and implementing your protective security and preparedness plans
Have you considered how this would work with learners or staff with SEND?		Tailoring your plan to your setting
Have you established strong relationships with local police, fire, and emergency responders, including sharing response plans?		Communicating during an incident
Have you assessed the physical security of your setting e.g. entrance control, surveillance, evacuation routes?		Embedding a security culture
Have you considered how your plans would work for any external activities held on the premises?		Tailoring your plan to your setting

What are your reflections on how prepared you already are, and what else may you need to do?

A large, empty rectangular box with a thin black border, occupying most of the page below the question. It is intended for the user to write their reflections on their preparedness and what they need to do.

Bomb threat checklist

Keep this document in one or more places where it can be grabbed in seconds by any member of staff receiving a bomb threat.

Remember:

remain calm and keep the person in conversation if possible

can you record the threat?

can you get a colleague to immediately dial 999?

Write down the exact wording of the threat.

Additional questions to ask the caller

Question	Notes
Where exactly is the bomb?	
When is it going to explode?	
What does the bomb look like?	
What kind of bomb is it, if known?	
How will it be detonated?	
What is your name?	

Question	Notes
Are you part of a group, or acting alone?	

Call 999 and inform the police. Making a bomb threat is a crime.

Action and reporting information	Details
Inform a senior leader or security lead [Name and contact information]	
Incident code to alert staff to a bomb threat [Complete in advance if required]	
Your name	

Details of threat	Notes
Date and time of threat	
Duration of threat	
The telephone number that received the call (if applicable)	

Details of the person who made the threat	Notes
Sex	<input type="checkbox"/> Male <input type="checkbox"/> Female
Age (estimate)	

Details of the person who made the threat	Notes
Nationality/Accent	
Threat language	<input type="checkbox"/> Well-spoken <input type="checkbox"/> Irrational <input type="checkbox"/> Taped <input type="checkbox"/> Foul <input type="checkbox"/> Incoherent
Caller's voice Call 999 and inform the police. Making a bomb threat is a crime.	<input type="checkbox"/> Calm <input type="checkbox"/> Crying <input type="checkbox"/> Clearing throat <input type="checkbox"/> Angry <input type="checkbox"/> Nasal <input type="checkbox"/> Slurred <input type="checkbox"/> Excited <input type="checkbox"/> Stutter <input type="checkbox"/> Disguised <input type="checkbox"/> Slow <input type="checkbox"/> Lisp <input type="checkbox"/> Rapid <input type="checkbox"/> Deep <input type="checkbox"/> Laughter <input type="checkbox"/> Hoarse <input type="checkbox"/> Other.....
Is the caller's voice familiar (like who?)	
Any other details?	
Other sounds?	<input type="checkbox"/> Street noises <input type="checkbox"/> House noises <input type="checkbox"/> Animal noises

Details of the person who made the threat	Notes
	<ul style="list-style-type: none"><input type="checkbox"/>Motor<input type="checkbox"/>Clear<input type="checkbox"/>Voices<input type="checkbox"/>Static<input type="checkbox"/>PA system<input type="checkbox"/>Booth<input type="checkbox"/>Music<input type="checkbox"/>Factory<input type="checkbox"/>Office<input type="checkbox"/>Other.....

ETHANE

	Description	Question(s)	Comments
E	Exact location	What is the exact location or geographical area of incident?	
T	Type of incident	What kind of incident is it?	
H	Hazards	What hazards or potential hazards can be identified?	
A	Access	What are the best routes for access and egress?	
N	Number of casualties	How many casualties are there and what condition are they in?	

E	Emergency service	Which and how many emergency responder assets/personnel are required or are already on-scene?	
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Summary of lockdown, invacuation and evacuation options template

As part of your counter-terrorism preparedness plans, this template can be used to summarise your arrangements for lockdown, invacuation and evacuation procedures.

You should consider whether staff may need this information to hand during an incident. If so, you could include your completed summary in grab kits.

Signals and incident codes

Signal/incident code for lockdown	Lockdown alarm
Signal/incident code for invacuation	Lockdown alarm and internal communication
Signal/incident code for evacuation	Fire alarm
Signal/ incident code for all clear	Internal communication

Protected spaces inside

Protected spaces offer good protection from bomb attacks, low risks from flying glass, and ability to lock/barricade access routes.

Location	Capacity – number of people who can safely invacuate there.
Class 1	Max 50
Class 2	Max 50

Class 3	Max 50
Class 4	Max 50
Class 5	Max 50
Hall	Max 180
Victorian classroom	Max 40

Names of exit routes

Name of exit route
Main entrance / exit
Hall door / ramp
Front door
Classroom external doors onto playground
Library external door

Identified muster points

This can include other buildings away from your site that you have prior agreement to evacuate to.

Muster point name	Location	Direction from site	Distance from site (100m+, 200m+, 400m+)	Capacity – number of people who can safely evacuate there.
Playground	Playground	Back of school	10m	Whole school
Field	Coronation Hall field	Back of school	100m	Whole school

Kingsland Church	Kingsland Church	East from school	400m	Whole school

This policy will be updated as required and formally reviewed every 3 years.

