



FALCONHURST SCHOOL

Protective Security Protocols

Including Lockdown, Emergency Response and Recovery Arrangements

Prepared in accordance with:

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

ProtectUK Guidance

Department for Education Guidance

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Contents

FOREWORD FROM THE HEADTEACHER.....	2
1. PROTECTIVE SECURITY STATEMENT	2
2. PURPOSE OF THIS POLICY	3
3. LEGAL FRAMEWORK	4
4. SCOPE	4
5. PROTECTIVE SECURITY PRINCIPLES	4
6. ROLES AND RESPONSIBILITIES	5
7 PROTECTIVE SECURITY RISK ASSESSMENT	6
8. EVERYDAY PROTECTIVE SECURITY	9
9 PREPAREDNESS, TRAINING AND EXERCISING	11
10 INCIDENT RESPONSE FRAMEWORK.....	13
11 LOCKDOWN, SHELTER AND EVACUATION PROCEDURES.....	14
FALCONHURST SCHOOL STATEMENT OF COMMITMENT	22

FOREWORD FROM THE HEADTEACHER

"At Falconhurst School, safeguarding is at the heart of everything we do. Every child has the right to learn in an environment that is safe, welcoming and secure.

Although incidents requiring emergency protective measures remain extremely rare, our responsibility is to ensure that we are prepared. Preparation enables calm decision-making, protects life and reassures our community that the adults entrusted with the care of children are ready to respond should the unexpected occur.

This document is not intended to create anxiety or to change the welcoming nature of our school. Instead, it sets out the proportionate arrangements we have in place to safeguard pupils, staff and visitors through effective planning, training and leadership.

Protective security is not separate from safeguarding—it is safeguarding.

This policy reflects Falconhurst's values of Courage, Ambition, Determination and Success, and demonstrates our commitment to continual improvement, partnership working and professional judgement."

1. PROTECTIVE SECURITY STATEMENT

Our Commitment

Falconhurst School is committed to providing a safe, welcoming and inclusive environment where every child can learn, thrive and feel secure.

Safeguarding extends beyond protecting children from harm in everyday circumstances. It also includes ensuring that our school community is prepared to respond calmly, confidently and effectively to rare but serious incidents that could threaten the safety of pupils, staff or visitors.

While the likelihood of a major security incident affecting our school remains extremely low, we recognise our responsibility to plan, train and prepare. Effective preparation reduces risk, supports confident decision-making and enables staff to protect children during rapidly developing situations.

The purpose of this policy is not to create fear or anxiety. Instead, it provides clarity so that every adult understands their role and can act decisively should an emergency arise.

At Falconhurst School, our approach to protective security reflects our core values:

Courage – responding calmly under pressure.

Ambition – continually improving our preparedness.

Determination – protecting every child without hesitation.

Success – creating a safe environment where children can flourish.

Protective security is everyone's responsibility.

2. PURPOSE OF THIS POLICY

This policy establishes Falconhurst School's arrangements for preparing for, responding to and recovering from incidents that may present a significant risk to the safety of pupils, staff or visitors.

It provides clear procedures for:

- protecting life during emergency situations;
- responding proportionately to security threats;
- maintaining effective communication;
- supporting children and staff during and after an incident;
- ensuring continuous improvement through training and review.

This policy complements the school's wider safeguarding responsibilities and should be read alongside:

- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Business Continuity Plan
- Educational Visits Policy
- Fire Evacuation Procedures
- Visitor Management Procedures

3. LEGAL FRAMEWORK

This policy has been developed with reference to:

- Terrorism (Protection of Premises) Act 2025 (Martyn's Law)
- Keeping Children Safe in Education
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Civil Contingencies Act 2004
- ProtectUK Protective Security Guidance
- National Counter Terrorism Security Office (NaCTSO) guidance
- Department for Education Emergency Planning and Response Guidance

Falconhurst School recognises that, as a publicly accessible education setting, we have a responsibility to ensure that proportionate protective security arrangements are in place to reduce risk and improve preparedness.

4. SCOPE

This policy applies to:

- all pupils;
- all employees;
- governors;
- volunteers;
- agency staff;
- contractors;
- visitors;
- parents and carers while on site;
- breakfast club;
- educational visits where appropriate.

5. PROTECTIVE SECURITY PRINCIPLES

Protective security at Falconhurst School is built around five principles.

1. Prevention

We aim to reduce opportunities for harm by maintaining secure buildings, effective visitor management and vigilant staff.

2. Preparedness

Staff understand what to do before an emergency occurs through regular training, drills and clear procedures.

3. Protection

Our priority during any emergency is the preservation of life. Every decision made during an incident should seek to minimise risk to pupils, staff and visitors.

4. Partnership

To ensure our arrangements remain effective, we work closely with:

- Thames Valley Police

- Milton Keynes City Council
- Emergency Planning Teams
- Local Authority Safeguarding Partners
- Counter Terrorism Policing
- Emergency Services

5. Recovery

Following any significant incident, we will prioritise:

- pupil wellbeing;
- staff welfare;
- communication with families;
- learning from the incident;
- restoring normal school operations safely.

6. ROLES AND RESPONSIBILITIES

Headteacher (Responsible Person)

The Headteacher has overall responsibility for protective security across the school and acts as the Incident Commander during a significant incident unless responsibility is transferred to the emergency services.

The Headteacher will:

- ensure this policy is implemented;
- oversee annual risk assessments;
- authorise lockdown procedures where possible;
- liaise with emergency services;
- communicate with governors;
- ensure appropriate training is delivered;
- review incidents and lessons learned.

Assistant Headteachers

Act as Deputy Incident Commanders and assumes leadership if the Headteacher is unavailable.

Responsible for:

- operational coordination;
- supporting classroom staff;
- accountability of pupils and staff;
- assisting emergency responders.

School Business Manager

Responsible for:

- premises security;
- visitor systems;
- contractor management;
- emergency contact systems;
- business continuity arrangements;
- maintaining security records.

Wider Designated Safeguarding Lead Team

Responsible for:

- safeguarding vulnerable pupils;
- coordinating post-incident welfare;
- supporting families;
- liaising with Children's Services where required.

All Staff

Every member of staff has a responsibility to:

- remain vigilant;
- challenge unidentified visitors appropriately;
- follow lockdown procedures immediately;
- protect pupils in their care;
- participate in training and drills;
- report security concerns promptly.

Governors

The Governing Body will:

- receive annual assurance regarding protective security;
- monitor implementation of this policy;
- ensure sufficient resources are available;
- review lessons learned following any significant incident.

7 PROTECTIVE SECURITY RISK ASSESSMENT

7.1 Risk Assessment Principles

Falconhurst School recognises that the likelihood of a deliberate security incident affecting the school remains extremely low. However, effective safeguarding requires that we identify foreseeable risks, implement proportionate control measures and regularly review our preparedness.

This risk assessment is not intended to eliminate all risk. Rather, it provides a structured framework to reduce vulnerability, improve resilience and support confident decision-making should an incident occur.

Protective security forms part of the school's wider safeguarding culture and is reviewed alongside health and safety, safeguarding and emergency planning arrangements.

7.2 Responsible Person

The Headteacher is the Responsible Person for Protective Security.

Operational responsibility is supported by:

- Assistant Headteachers
- School Business Manager
- Site Supervisor
- Designated Safeguarding Lead Wider Team
- Safeguarding Governor

The Governing Body receives annual assurance that protective security arrangements remain appropriate and effective.

7.3 Site Risk Assessment

Area	Existing Controls	Further Actions
School entrances	Reception-controlled access during school day. Visitors admitted via secure entrance only.	Annual review of access systems.
Perimeter fencing	Entire school boundary secured by fencing and lockable gates.	Daily site inspection by Site Supervisor.
Visitor management	Electronic visitor sign-in, identification badges, safeguarding information provided on arrival.	Annual review of visitor procedures.
Deliveries	Deliveries directed to main reception wherever possible.	Reinforce procedures with suppliers annually.
Playground supervision	Staff deployed according to risk-assessed ratios.	Continue dynamic risk assessment during busy periods.
Community use	Hirers sign safeguarding and security agreements. Areas not in use remain secured.	Annual review of lettings agreements.
External contractors	DBS and safeguarding arrangements checked where appropriate. Visitors escorted when necessary.	Monitor contractor compliance.
Emergency communications	Multiple communication methods available including telephones, mobile phones, ClassDojo and email.	Annual testing programme.
CCTV (<i>if applicable</i>)	CCTV monitors key external areas and entrances.	Routine maintenance programme.
Site security	Daily opening and locking routines completed by Site Supervisor.	Record periodic security audits.

7.4 Dynamic Risk Assessment

Staff are expected to maintain professional curiosity and remain vigilant throughout the school day.

Examples of situations requiring dynamic assessment include:

- unidentified individuals on site
- suspicious vehicles
- abandoned items
- hostile or aggressive behaviour
- significant disorder near school
- police activity nearby
- dangerous animals
- hazardous chemical releases

- severe weather affecting safety
- fire or smoke affecting access routes

Any member of staff identifying an immediate threat must immediately inform the Headteacher or senior leader without delay.

Where delay would increase risk, staff should contact the emergency services directly.

7.5 Protective Security Measures

Falconhurst School adopts proportionate security arrangements including:

- controlled visitor access
- visitor identification badges
- staff challenge culture ("Challenge – Verify – Report")
- secure external doors during teaching sessions
- regular site inspections
- safeguarding induction for visitors and contractors
- emergency communication systems
- annual lockdown exercises
- routine fire evacuation exercises
- critical incident planning
- partnership working with Thames Valley Police and Milton Keynes City Council.

7.6 Consideration of Vulnerable Groups

Protective security arrangements recognise that some individuals may require additional support during an emergency.

These may include:

- pupils with Education, Health and Care Plans (EHCPs)
- pupils with mobility difficulties
- pupils with sensory impairments
- pupils with significant communication needs
- pupils with autism spectrum condition
- pupils requiring medical equipment or medication
- pupils receiving intimate care
- visitors with disabilities
- pregnant staff
- temporary injuries affecting mobility

Where appropriate, individual emergency arrangements will be incorporated into Personal Emergency Evacuation Plans (PEEPs), Healthcare Plans or other individual risk assessments.

7.7 Community Context

Falconhurst School serves a diverse urban community and is committed to remaining an open, welcoming and inclusive environment.

Protective security arrangements are designed to balance accessibility with appropriate safeguarding measures. The school will not introduce security measures that unnecessarily compromise children's wellbeing or create an unwelcoming environment. Instead, we focus on strong relationships, staff vigilance, effective procedures and regular training.

8. EVERYDAY PROTECTIVE SECURITY

8.1 Our Approach

Protective security at Falconhurst School is based upon the principle that safeguarding begins long before an emergency occurs.

Everyday routines, professional curiosity and staff vigilance are the school's most effective protective measures.

We aim to maintain a school that is welcoming and accessible while ensuring that sensible and proportionate measures are in place to reduce foreseeable risks.

Protective security is therefore embedded within the daily operation of the school rather than viewed as a separate activity.

8.2 Site Security

The security of the school site is reviewed continuously throughout the school day.

Measures include:

- secure perimeter fencing;
- controlled pedestrian access;
- locked external doors during teaching sessions;
- monitored visitor access through Reception;
- regular site inspections;
- secure storage of keys and access devices;
- maintenance of emergency exits free from obstruction.

Any defects affecting site security will be reported immediately to the School Business Manager or Site Supervisor, followed up with a log on Smartlog and appropriate temporary control measures introduced until permanent repairs are completed.

8.3 Visitor Management

All visitors are expected to contribute to the safe operation of the school.

Visitors will:

- enter via Reception unless otherwise directed;
- sign in using the school's visitor management system;
- wear an identification badge at all times;
- remain accompanied where appropriate;
- sign out before leaving site.

Visitors who refuse to comply with these procedures will be asked to leave the premises.

8.4 Professional Challenge

Falconhurst promotes a positive culture of professional curiosity.

Every adult working within the school has both the authority and the responsibility to challenge individuals who are not recognised or who appear to be acting inappropriately.

Staff should adopt the principle:

Challenge — Verify — Report

Challenges should always be polite, professional and proportionate.

Where concerns remain, staff should immediately notify a senior leader or contact the emergency services if an immediate threat is identified.

No member of staff will be criticised for reporting genuine concerns that are raised in good faith.

8.5 Contractors

Contractors are required to comply with the school's safeguarding and security procedures.

Prior to commencing work, contractors will:

- report to Reception;
- receive site-specific safety information;
- wear identification;
- remain within agreed work areas unless escorted.

High-risk works will be subject to additional risk assessment.

8.6 Deliveries

Where possible, deliveries will be scheduled during normal school opening hours. Delivery drivers should report to Reception unless alternative arrangements have been agreed.

Unexpected deliveries or unusual requests should be referred to the School Business Manager or senior leader before access is granted.

8.7 Community Use of the Site

Although rarely used, Falconhurst welcomes community use of its facilities where this supports local engagement and the wellbeing of our community.

Where facilities are hired outside the normal school day:

- only agreed areas will be accessible;
- safeguarding responsibilities will be clearly defined;
- emergency procedures will be shared with hirers;
- school areas not in use will remain secured.

8.8 Large Events

Additional planning will be undertaken before events involving increased visitor numbers, including:

- Sports Day;

- school performances;
- summer fairs;
- open evenings;
- parent workshops;
- community celebrations.

Event-specific risk assessments will consider:

- visitor numbers;
- vehicle access;
- emergency vehicle routes;
- first aid;
- communication arrangements;
- evacuation procedures;
- weather;
- safeguarding.

8.9 Dynamic Risk Assessment

All staff are expected to remain alert to changing circumstances throughout the school day.

Situations requiring dynamic assessment may include:

- unidentified individuals on site;
- suspicious vehicles;
- unattended items;
- aggressive behaviour;
- police activity nearby;
- community disorder;
- dangerous animals;
- environmental hazards;
- utility failures.

Where an immediate threat is identified, protecting life will always take precedence over property or routine school operations.

9 PREPAREDNESS, TRAINING AND EXERCISING

9.1 Commitment to Preparedness

Falconhurst School recognises that effective emergency response is built upon preparation, not reaction.

Protective security arrangements are only effective when staff understand their responsibilities, are familiar with school procedures and have confidence in applying them during a rapidly developing situation.

For this reason, preparedness forms an integral part of the school's safeguarding culture and annual professional development programme.

The purpose of training is not to create anxiety. It is to ensure that staff can respond calmly, consistently and proportionately, thereby providing the highest possible level of protection for pupils, colleagues and visitors.

9.2 Annual Training Programme

Protective security training forms part of the school's annual safeguarding programme.

All employees, regardless of role, will receive training appropriate to their responsibilities.

Audience	Frequency	Content
All staff	Annually	Lockdown procedures, emergency communication, dynamic risk assessment, protective security awareness
New staff	On induction	Site security, visitor procedures, emergency arrangements
Supply staff	On arrival	Quick emergency briefing and classroom procedures
Volunteers	Prior to working with pupils	Relevant emergency procedures
Governors	Annually	Strategic oversight and assurance responsibilities
Site Team	Annually	Security systems, access control, emergency utilities
Office Staff	Annually	Emergency communications, visitor management, police liaison

Training records will be maintained by the School Business Manager and monitored by the Headteacher.

9.3 Protective Security Awareness

Training will develop staff confidence in recognising circumstances that may require heightened vigilance.

Examples include:

- unusual behaviour by visitors;
- attempts to access restricted areas;
- unattended items;
- suspicious vehicles;
- aggressive behaviour;
- significant community disorder;
- police activity near the school;
- environmental hazards.

Staff are **not** expected to investigate concerns.

Their responsibility is to recognise potential risks, report concerns promptly and follow school procedures.

9.4 Lockdown Exercises

Lockdown procedures will be practised regularly to ensure familiarity and confidence. The school will undertake:

- at least one planned lockdown exercise each academic year;
- additional tabletop or scenario-based discussions as appropriate;
- additional practice following significant procedural changes.

Where appropriate, pupils will receive age-appropriate explanations before and after 'shelter drills'.

The wellbeing of children will always remain central to the planning of exercises.

9.5 Learning from Exercises

Following every exercise, the Headteacher will undertake a staff review.

The review will consider:

- effectiveness of communication;
- staff confidence;
- pupil understanding;
- timing;
- accountability arrangements;
- any barriers encountered;
- recommendations for improvement.

Actions arising from reviews will be incorporated into future training and policy revisions.

9.6 Continuous Improvement

Protective security arrangements will be reviewed:

- annually;
- following any emergency exercise;
- following any significant incident;
- following changes to national guidance;
- where lessons are identified from local or national events.

Falconhurst School is committed to continually strengthening its preparedness while maintaining a calm, welcoming and inclusive learning environment.

10 INCIDENT RESPONSE FRAMEWORK

10.1 Principles

During any emergency, the priorities of the school are:

- 1. Protect life.**
- 2. Safeguard pupils.**
- 3. Support emergency services.**
- 4. Communicate effectively.**
- 5. Restore normal operations safely.**

Every incident will require leaders to make dynamic decisions based upon the information available at the time.

Responses should always be proportionate to the level of risk.

10.2 Incident Escalation Framework

Level	Example	Typical Response
Level 1	Minor local issue	Dynamic management by staff
Level 2	Aggressive visitor, suspicious behaviour	Senior Leader response
Level 3	Community disorder, police activity nearby	Partial Lockdown
Level 4	Immediate threat to life on or near site	Full Lockdown
Level 5	Catastrophic incident	Police command and Critical Incident Plan

This framework ensures that staff understand that lockdown is **one of several possible responses**, rather than the default response to every concern.

10.3 Decision Making

The decision to initiate a Partial or Full Lockdown will normally be made by the Headteacher or most senior member of staff present.

However, any member of staff who identifies an immediate threat to life is authorised to initiate emergency protective actions without waiting for senior approval if delay would place people at greater risk.

Following any such action, the Headteacher or emergency services must be informed immediately. This reflects a key safeguarding principle: **protect first, report immediately afterwards**.

11 LOCKDOWN, SHELTER AND EVACUATION PROCEDURES

11.1 Introduction

Falconhurst School recognises that emergencies vary considerably in both their nature and severity.

No single emergency response is appropriate for every situation. School leaders will therefore implement the response that provides the greatest level of protection whilst maintaining the safety and welfare of pupils, staff and visitors.

Responses may include:

- Dynamic management of a localised incident
- Shelter (remaining safely within the building)
- Partial Lockdown
- Full Lockdown
- Evacuation
- Relocation away from the school site

The decision taken will always be proportionate to the information available at the time.

11.2 Emergency Response Principles

During any emergency every member of staff should remember five priorities.

Protect

Protect yourself so that you are able to protect others.

Lead

Children will look to adults for reassurance.

Speak calmly.

Give clear instructions.

Avoid creating unnecessary alarm.

Communicate

Share accurate information.

Avoid assumptions.

Use agreed communication systems.

Account

Know who is with you.

Complete registers or headcounts whenever it is safe to do so.

Wait

Remain where instructed until an authorised all-clear has been given.

11.3 Response Options

Dynamic Management

Used where the incident is localised and normal school operations can safely continue.

Examples include:

- isolated medical emergencies
- damaged fencing
- minor aggressive behaviour
- local police activity with no identified risk

No lockdown required.

Shelter

Shelter is used where remaining inside provides protection from an external environmental hazard.

Examples include:

- smoke plume
- gas leak
- poor air quality
- severe weather
- local fire

Staff should:

- bring pupils indoors
- close windows and doors
- monitor official advice
- continue normal classroom routines where appropriate

Partial Lockdown

A precautionary measure used where a developing situation may present an increased risk.

Typical examples:

- police activity nearby
- dangerous dog
- suspicious individual outside school
- community disorder
- significant road traffic incident

During Partial Lockdown:

- all pupils return inside immediately
- external activities cease
- external doors secured
- visitors remain supervised
- movement inside school continues unless otherwise instructed

Teaching should continue where possible.

The objective is to minimise disruption whilst increasing security.

Full Lockdown

A Full Lockdown will only be implemented where there is believed to be an immediate threat to life or safety.

Examples may include:

- violent intruder
- weapon on site
- credible terrorism-related threat
- serious criminal incident affecting the school

The objective becomes:

Protect life until emergency services assume control.

11.4 Full Lockdown Procedure

When Full Lockdown is initiated all staff will immediately implement the nationally recognised **CLOSE** principles.

Principle	Required Action
Close	Close all windows and doors immediately.
Lock	Lock or otherwise secure doors wherever possible.
Out of Sight	Move everyone away from doors, windows and internal vision panels.
Stay Silent	Silence phones and minimise noise.
Endure	Remain in place until the all-clear is given by emergency services or the Headteacher.

No person should leave a place of safety unless:

- directed by police;
- immediate danger makes remaining unsafe;
- instructed by the Headteacher following consultation with emergency services.

11.5 Staff Responsibilities During Full Lockdown

Staff should:

- remain calm;
- reassure pupils using age-appropriate language;
- secure the room;
- account for all pupils, including those who may be momentarily out of class unsupervised and who need immediate protection;
- minimise movement;
- silence mobile phones;
- switch interactive screens off where appropriate;
- await further instructions.

Staff should not attempt to investigate the source of an incident.

11.6 Office Staff Responsibilities

Reception staff should:

- notify emergency services where required;
- inform the Headteacher immediately;
- secure Reception where safe to do so;
- monitor communication systems;
- maintain an incident log;
- avoid unnecessary outgoing calls.

Where safe:

- emergency grab bag collected;
- visitor register available;
- contact information accessible.

11.7 Headteacher Responsibilities

The Headteacher (or most senior leader present) will:

- assume Incident Commander responsibilities;
- contact emergency services where required;
- liaise with police;
- determine the most appropriate protective response;
- communicate with staff;
- initiate parent communications when appropriate;
- maintain strategic oversight.

Once emergency services arrive, operational control transfers to the Police Incident Commander.

11.8 Accounting for Pupils

Whenever safe:

Teachers will:

- complete registers;
- identify missing pupils;
- identify missing staff;
- report information only when requested.

The safety of pupils always takes priority over administrative accuracy.

11.9 Pupils Outside Class

Specific arrangements apply to pupils who are not with their usual class.

Examples include:

- intervention groups
- SEND interventions
- wellness support
- PE
- lunchtime
- breakfast club
- educational visits

The supervising adult assumes responsibility for those pupils until the incident concludes.

11.10 SEND Considerations

Some pupils may require additional support.

This may include:

- simplified instructions;
- visual supports;
- familiar adults;
- sensory regulation equipment;
- medication;
- mobility assistance;
- communication aids.

Where necessary, individual emergency arrangements may be reflected within:

- EHCPs where appropriate;
- Healthcare Plans;
- Personal Emergency Evacuation Plans (PEEPs);
- individual risk assessments.

11.11 All Clear

The lockdown will only end when authorised by:

- Police; or
- the Headteacher following consultation with emergency services.

No member of staff should respond to:

- knocks at classroom doors;
- shouted instructions;
- mobile phone messages

unless their authenticity has been confirmed through the agreed school procedure.

Professional Judgement

No written policy can anticipate every emergency.

During any incident, staff are expected to exercise professional judgement, applying the principles contained within this policy alongside the information available at the time.

Where immediate action is necessary to protect life, staff should not delay while seeking authorisation if doing so would increase risk.

Any action taken in good faith, with the primary intention of protecting pupils, staff or visitors, will be fully supported by school leaders.

Following any incident, decisions will be reviewed constructively to identify learning and strengthen future preparedness.

12 RECOVERY, WELFARE AND BUSINESS CONTINUITY

12.1 Our Approach

The conclusion of an emergency incident does not mark the end of the school's response.

Following any significant incident, Falconhurst School will prioritise the safety, wellbeing and recovery of pupils, staff and the wider school community.

Recovery arrangements are intended to:

- support emotional wellbeing;
- restore a sense of safety;
- re-establish normal routines as soon as reasonably practicable;
- identify lessons that strengthen future preparedness;
- maintain confidence within the school community.

Every incident is different. Recovery arrangements will therefore be proportionate to the nature and impact of the event.

12.2 Immediate Recovery Priorities

Once the immediate threat has passed, the Headteacher (or Incident Commander) will coordinate the transition from emergency response to recovery.

Initial priorities include:

- confirming that all pupils, staff and visitors are safe;
- accounting for all persons on site;
- identifying anyone requiring medical attention;
- ensuring emergency services have completed operational activity;
- securing affected areas where necessary;
- agreeing arrangements for reopening or continued closure.

12.3 Supporting Pupils

Children may respond to emergencies in different ways depending upon:

- age;
- previous experiences;
- additional needs;
- understanding of events;
- family circumstances.

Staff will provide calm reassurance and maintain familiar routines wherever possible. The school will avoid speculation and provide children with factual, age-appropriate information where appropriate.

Additional emotional support may be arranged through:

- pastoral support;
- the Designated Safeguarding Lead;
- Educational Psychology services;
- local authority support services;
- external agencies where appropriate.

No child should be expected to discuss an incident before they are ready.

12.4 Supporting Staff

The welfare of staff is recognised as an essential element of safeguarding.

Following a significant incident, leaders will ensure staff have access to:

- appropriate debriefing;
- wellbeing support;
- opportunities to discuss concerns;
- occupational health advice where appropriate;
- Employee Assistance Programme (where available).

Staff should not feel under pressure to return immediately to normal duties where additional support is required.

12.5 Supporting Families

Clear, timely and accurate communication with families is essential following any significant incident.

Parents and carers will be informed:

- as soon as it is appropriate to do so;
- using agreed communication systems;
- with information that is accurate and verified;
- without speculation.

Communications will explain:

- what has happened (where appropriate);
- actions taken by the school;
- arrangements for pupil collection if necessary;
- support available;
- arrangements for reopening where relevant.

Where operational reasons prevent immediate communication, parents will be informed that the school is managing an emergency situation and that further updates will follow as soon as possible.

12.6 Media Enquiries

Only the Headteacher, Chair of Governors or a nominated representative will respond to media enquiries unless alternative arrangements are agreed with Milton Keynes City Council or the emergency services.

Staff should not:

- provide interviews;
- share photographs;
- comment on social media;
- speculate regarding incidents.

Confidentiality and the welfare of pupils will remain the school's priority.

12.7 Returning to Normal Operations

The school will aim to resume normal educational activities as soon as it is safe to do so.

Before reopening affected areas, leaders will consider:

- advice from emergency services;

- site safety;
- staffing levels;
- pupil wellbeing;
- safeguarding arrangements;
- practical implications for learning.

Some activities may be phased back over time where appropriate.

12.8 Learning Lessons

Following every significant incident or emergency exercise, Falconhurst School will undertake a structured review.

The review will consider:

- what worked well;
- what barriers were encountered;
- effectiveness of communication;
- staff confidence;
- pupil experience;
- coordination with external agencies;
- any policy changes required.

The emphasis of the review will be continuous improvement rather than attributing blame.

12.9 Business Continuity

Where an incident disrupts normal school operations, the Headteacher, with the support of the School Business Manager, will implement the school's Business Continuity Plan.

This may include:

- temporary relocation of classes;
- amended timetables;
- alternative accommodation;
- remote learning arrangements where appropriate;
- prioritisation of critical functions;
- liaison with Milton Keynes City Council and partner organisations.

12.10 Record Keeping

The school will maintain appropriate records relating to significant incidents, including:

- chronology of events;
- decisions made;
- communications issued;
- actions taken;
- welfare support provided;
- lessons identified.

Records will be retained in accordance with the school's Records Management Policy.

12.11 Annual Review

This policy will be reviewed:

- annually;

- following any significant incident;
- following any emergency exercise where learning is identified;
- following changes in legislation or national guidance.

Governors will receive an annual report confirming:

- training undertaken;
- emergency exercises completed;
- policy compliance;
- recommendations for improvement.

FALCONHURST SCHOOL STATEMENT OF COMMITMENT

The safety of our pupils, staff and visitors is our highest priority.

We recognise that no policy can remove every risk or predict every circumstance. What it can do is ensure that those entrusted with the care of children are prepared to respond with confidence, professionalism and compassion.

At Falconhurst School we are committed to creating a culture where preparedness is embedded within everyday safeguarding, where staff are supported to exercise professional judgement, and where children continue to experience a school environment that is welcoming, inclusive and secure.

By reviewing, practising and continually improving our arrangements, we seek not only to comply with our statutory responsibilities, including the expectations of Martyn's Law, but to provide every child with the reassurance that the adults around them are ready to protect them should the need ever arise.