

New Invention



We can...we will...together!

SMART RESPONSE POLICY & PROCEDURES

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Ratified by Governors:	08.07.25	Signed by Chair of Governors:	
Next Review date:	September 2026		
Statutory Policy:	No		
Date	Version	Reason for change	Source

NOTE: THIS POLICY SHOULD BE READ IN CONJUNCTION WITH THE EMERGENCY BUSINESS CONTINUITY PLAN

Introduction

The term 'Lockdown' is hugely emotive and triggers negativity; therefore, this procedure will be called **SMART Response**. **SMART Response** procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school. Procedures should aim to ensure the safety of all pupils and staff as far as possible until external agencies become involved.

Incidents can occur with or without warning. With warning incidents will trigger the Schools Incident Response Plan as outlined in the Emergency Business Continuity Plan.

Without warning incidents of Intruders, Bomb Threat, Terrorist Threat are dynamic and fast moving and will be dealt with by the most appropriate person available working within the procedures detailed below.

SMART Response will be triggered by activating the whole school **SMART Response - Over School Tannoy Siren to ALL AREAS - MR SMART IS IN THE BUILDING** and will end when a senior member of staff advises that **MR SMART HAS LEFT THE BUILDING** to signal the Response is over.

New Invention Infant School has been working in conjunction with West Midlands Police to develop new procedures to manage **SMART Responses** through a levelled approach as well as clearly identifying key roles to manage an incident.

a) There are two types of **SMART Response**:

1. **LEVEL 3: External SMART Response**

This is in response to a threat that occurs outside the school buildings or site. This could be a report that a person or persons regarded as a threat by the police are in the vicinity of the school or an external health hazard such as a toxic cloud. In these cases, at least initially, normal practice can continue undisturbed within the buildings but the community needs to be alerted to the fact that they cannot go outside at playtime or lunchtime or at any time until the all clear is given. The goal of this **Level 3 SMART Response** is to prevent the threat from entering the building.

2. **LEVEL 4: Full SMART Response**

This threat usually exists when the danger is inside a school building or on site. This could be an intruder or person whose intent on site has yet to be established but is regarded as a danger to pupils or staff. This scenario involves a serious and immediate threat that requires urgent action. A **SMART Response** is not a binary thing (off/on), it is a phased approach where any threat needs to be assessed through a levelled approach.

Please note: The **SMART Response Tannoy Siren** can only be activated by the Headteacher or a designated member of SLT. The Phased Level approach must be conducted before the Tannoy Siren is triggered.

b) Procedures for SMART Response

Phased Approach (See Appendix A) A full training video is available for the below

LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Incident reported	Investigative assessment	Take positions	Secure affected zones	All zones
<p>An incident is reported to the Headteacher or Senior member of staff.</p> <p>A Live Risk Assessment of the incident is conducted to identify the threat level (if any).</p> <p>If the Headteacher feels that the 'threat' needs further investigation, they step up to Level 1.</p>	<p>The Headteacher communicates using the Leadership Walkie Talkies the potential threat:- Bomb/Terrorist Threat by phone - Phone call from Mr SMART Intruder/Terrorist Threat in person - Mr SMART is at Reception</p> <p>An available member of the Leadership team to ascertain with Point of Contact what we know so far - via internal phones from Headteacher's office. (Command Centre).</p> <p>If safe to do so a member of the Leadership team goes to area of concern to assess the threat.</p> <p>If there is time, the member of Leadership is to contact the Headteacher (Duty SILVER) to discuss. If there is no time then go to higher level.</p> <p>If the area of concern is all clear, step down to Level 0. Leadership Walkie Talkie messages:- Mr SMART has ended the call. Or Mr SMART has left the building.</p> <p>If the area of concern is not clear and unsafe, step up to Level 2. Leadership Walkie Talkie messages:- Mr SMART is still on the phone Mr SMART is in the building (Repeat)</p>	<p>The Office team to lock any unlocked building entrances.</p> <p>The Leadership team to convene in Command Centre, with Senior Admin (scribe) and Radio Operator.</p> <p>Consider calling 999</p> <p>Members of available Leadership to collect BRONZE cards from the SMART Response folder in the Command Centre.</p> <p>If the threat can be isolated to one area then Cue to Level 3: Leadership Walkie Talkie messages:- Zone ___ Mr SMART is on the phone Zone ___ Mr SMART is in the building</p> <p>If the threat cannot be isolated then Cue to Level 4: Headteacher or SLT Trigger Tannoy Message - Siren Sound to whole school</p>	<p>Follow the SILVER and BRONZE procedures.</p>	<p>Trigger the Tannoy message - Siren Sound in the Main Office, notifying the whole site of a full SMART Response.</p> <p>Follow the SILVER and BRONZE procedures.</p>
	Member of staff assessing the situation. "Keep yourself safe."	What are they investigating?		

c) Team Roles

The Team roles require a certain degree of restraint and discipline is required (*staying strictly in role*).

Gold (Strategic) - sets the strategic intention and parameters

Silver (Tactical) - creates a plan that meets the **Gold** Strategy

Bronze (Operational) - individual roles, based on function or geography, that leads their part/function within the overall plan

There is only *one Gold*, *one Silver* and then multiple **Bronzes**.

GOLD:

The **Gold** is the Chair of Governors (should this person not be available Vice Chair of Governors). They DO NOT sit with **Silver** or override the **Silver's**, but also need to support and guide the **Silver**.

The **Gold**:

- is responsible and accountable for managing the incident
- determines and sets the strategic objectives
- retains strategic oversight and overall command responsibility throughout the incident
- sets the tactical parameters of the incident but does not manage tactical decision making - this is the **Silver's** responsibility
- sets, reviews, communicates and updates the strategy based on the threat assessment and available intelligence
- in response to a spontaneous incident, develops a working strategy into a formal strategy
- consults stakeholders when determining the strategy, including partner agencies and community groups as appropriate

SILVER:

The **Silver** should not be on the frontline - or anywhere near it. They should;

- establishes a command structure that is appropriate to the circumstances and sufficiently resilient and robust to achieve the strategy
- provides the pivotal command chain link between **Bronze** and **Gold**
- assesses the available information and intelligence to properly evaluate the threat, vulnerabilities and risk
- remains suitably located in the command centre to maintain effective tactical command of the incident
- ensures that all decisions and rationale are documented by the **Scribe**
- ensures that, where appropriate, all staff involved in the incident are briefed and debriefed
- considers the wider community, public safety and evidential implications of using certain tactics
- manages and coordinates, where required, multi-agency resources and activities
- ensures that any deployment is proportionate with the level of threat faced
- ensures that threat and risk, and impact assessment(s) are completed where appropriate
- considers command centre requirements and the communications structure for the incident
- coordinates the operational plans of **Bronze**

BRONZE:

- uses the **Bronze** command cards to fulfil their specific duties
- possesses clear understanding of the **Gold** strategy, the **Silver** tactical plan and their own role within it
- makes decisions within their agreed level of responsibility, which includes seeking approval for any variation in agreed tactics
- ensures staff within their area of responsibility are briefed and understand their role, responsibilities and limits
- updates the **Silver** on any changes, including any variation in agreed tactics within their geographical/functional area of responsibility

Flowchart of Team Roles and Responsibilities

ROLE	RESPONSIBILITIES
GOLD: Chair of Governors (in their absence Vice Chair of Governors)	<ul style="list-style-type: none"> • Strategy • Advise, support and guide Silver
SILVER: Headteacher	Manages the Threat assessment. Contacts GOLD: Contact: Carol Hunt Call: 07899 673317 If you cannot get through, email: chunt@invention-i.walsall.sch.uk Do keep trying to call. If you cannot get through to Carol: Contact: Louise Meredith Call: 07773 947531 If you cannot get through, email: LouiseMeredith@walsall.gov.uk Do keep trying to call.
CHIEF OF STAFF: (Assistant Headteacher: in their absence, another designated Assistant Headteacher)	<ul style="list-style-type: none"> • Acts as the Radio Operator. • Manages flow of information to SILVER, filtering where necessary.
SCRIBE: Senior Admin	<ul style="list-style-type: none"> • Takes detailed minutes of the operation. • What happens, what is said, with time stamps. • Monitors check sheet for BRONZE activity.
BRONZE: (School Business Manager) Emergency services communications Making METHANE report	Emergency services will want the following information. <ul style="list-style-type: none"> • Major incident • Exact location • Type of incident • Hazards • Access to Scene • Number and Severity • Emergency Services Issues 999 Information card (x5) for emergency services about site, including how gates operate and locations of access points. If safe to do so, once METHANE Report is made, meets Emergency Services and acts as Site Coordinator .
BRONZE: (Admin Assistant) Communications with Walsall Council Communications Unit for press communications.	Contact: Keith Beech Call: 01922 650468 If you cannot get through, email: Keith.Beech@walsall.gov.uk Do keep trying to call. He will ask for the details he needs to communicate with the press. If you cannot get through to Keith: Contact: Walsall Comms Call: 07650879 during office hours and 01922 653252 for out of hours calls Do keep trying to call.

BRONZE: (Assistant Headteacher) Parent communications	Sends messages to parents using messaging system. Samples of text (<i>to be adapted for the situation</i>) During the operation: <i>After identifying a potential risk, we are currently taking precautions to ensure no one can gain access to our site. Please do not come up to school as you will not be able to get in. Pupils are following our procedure brilliantly. We will update you shortly.</i> When returned to Level 0: <i>Someone tried to gain access to the school so we took precautions and the situation is under control. Police are dealing with the person. Full details will come later. Pupils were great.</i>
BRONZE: (TLR Teacher) Communications with neighbouring schools (within 1 mile)	Card has contact details of all neighbouring schools. Samples of text (<i>to be adapted for the situation</i>) During the operation: <i>As a neighbouring school we are contacting you to inform you that after identifying a potential risk, we are currently taking precautions to ensure no one can gain access to our site. Pupils are following our procedure brilliantly. We will update you shortly.</i> When returned to Level 0: <i>Someone tried to gain access to the school so we took precautions and the situation is under control. Police are dealing with the person. Full details will come later. Pupils were great.</i>
When returned to LEVEL 0:	
BRONZE: (Attachment and Trauma Lead & Mental Health Lead) Pupil and staff welfare Bronze	Deals with any pupil and staff welfare issues afterwards.

LEVEL 3: External SMART Response Procedures for Pupils and Staff

These procedures are designed to secure the building from any external threat. Upon initially hearing the SMART Response Level 3 Cue the full SMART Response procedures should be followed (*team roles*). In this situation:

- a. Available Leadership report to the Command Centre to follow Team Roles and Responsibilities
- b. Remain calm but alert
- c. Keep all windows closed and building doors closed. Keep blinds closed.
- d. Keep pupils inside, usually classrooms but this also might include Dining room, Staff room, Starfish, Cloakroom Learning Zones or corridors if the situation is prolonged or over a break time and their visibility is not an issue, e.g. toxic cloud
- e. Continue to follow the timetable as far as possible unless informed otherwise
- f. Be prepared to follow further instructions as issued face to face by SLT or via email
- g. Staff should be prepared to use an internal phone or Walkie Talkie if they feel the situation has developed further and information has to be relayed g. Keep pupils as calm as possible.

- h. Site Team members (Nursery Lead, None class-based TAs, Assistant Headteacher from Hub) will secure areas of the school site that have been affected by the incident.

LEVEL 4: Full SMART Response Procedures for Pupils and Staff

This procedure is designed to protect the community from any imminent threat. On hearing the SMART Response signal (Siren over Tannoy), staff and pupils should do the following:

- a. Available Leadership report to the Command Centre to follow Team Roles and Responsibilities
- b. Remain calm but alert - the site should fall silent immediately
- c. Collect pupils/make your way into a room within a building immediately. All corridors, toilets and communal areas should be clear. Do not allow pupils to visit the toilet.
- d. If you are already in a room, stay there
- e. Close all windows and if safe to do so, staff to check that any building doors are closed
- f. Account for and keep together all pupils that are in your care
- g. Attempt to block the door with heavy items that are readily available e.g. desks
- h. Use door wedge on the inside of your door
- i. Hide your staff lanyard into a pocket so that you could not be identified or required to open doors by an intruder
- j. Turn off all lights and close any blinds and curtains
- k. Keep pupils silent and inside classrooms, ideally seated on the floor in the least visible part of the room, out of sight of door vision panels and windows as far as possible
- l. Be prepared to follow further instructions but only from a recognised/trusted senior member of staff or member of the emergency services
- m. Only use a mobile phone if you feel the situation has developed further and information has to be relayed
- n. Remain like this in the room with doors barricaded until you receive the all clear
- o. Ignore any fire drill unless you and your class are obviously at risk

d) Evacuation

If, as a last resort, if the school are instructed to evacuate a building leadership will send instructions via senior staff or members of the emergency services and ask staff to relocate pupils to a designated safe space (as identified within the Emergency Business Continuity Plan - Incident Response).

e) Appendix

A. Levels



SMART Introduction for the children

How do we keep ourselves safe at school?

Inside – walk everywhere, listen to instructions, listen to each other, go into the toilets one at a time, follow rules about equipment like scissors

Outside – look where we are going on the playground, stay close to your grown up so you don't get lost, use the equipment correctly so you don't have an accident, if you go to or come from the office hold a grown-ups hand on the car park

How do the adults keep you safe at school?

Doors are locked when we come in

We have railings/fences to keep others away/keep children away from the traffic

The car park is away from the playground

We ask you to wait for an adult before going on the playground so we can check it is safe

You wait outside the hall so we can check for dangers/hazards

Children don't touch the meals counter because it is hot

We clean up spills so no one can slip over

What if something or someone wanted to get into school? What would we do?

Introduce and discuss the scenario and the SMART rules to keep us safe. Inside.

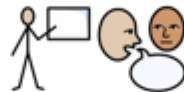





Extend the scenario. Outside.

SMART scenario – we stay inside

An animal who is dangerous has escaped and is in New Invention. The office has been told it is by our school trying to get inside. We need to practise our 4 SMART rules to make sure we are as safe as we can be. The adults will tell you if we need to play our 'Dangerous animal game'

SMART – inside rules



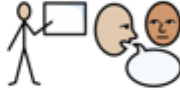
1. Do whatever the teacher tells you to do 
2. Keep away from windows and doors, hide   
3. Be silent 
4. Adult put a door wedge under class door 

SMART scenario – we go outside


The animal has got into the building. We need to get everyone out to a safe place outside without the animal knowing where we are. How do we need to move? How do we need to move? Where do we need to go? We need to practise our 4 SMART rules to make sure we get out safely.

SMART – outside rules



1. Do whatever the teacher tells you do to 

2. Be silent 

3. Keep together 

4. Look where you are going all the time 