

	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 2025

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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.

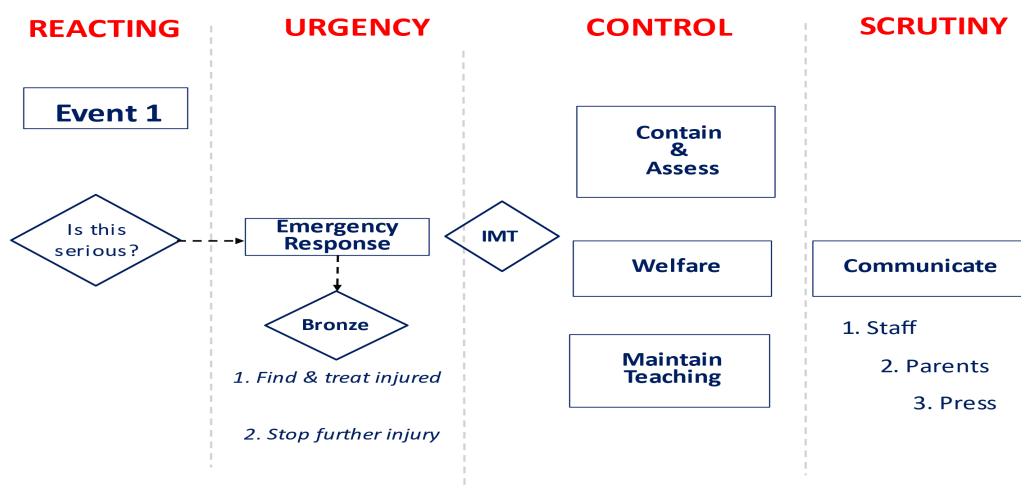
1.3 Priorities

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
- Ruislip High School – Sidmouth Drive, Ruislip, Middlesex, HA4 OBY
- Ryefield Primary School - Ryefield Ave, Uxbridge UB10 9DE
- Vyners School - Warren Rd, Ickenham, Middlesex, UB10 8AB

2. Procedures

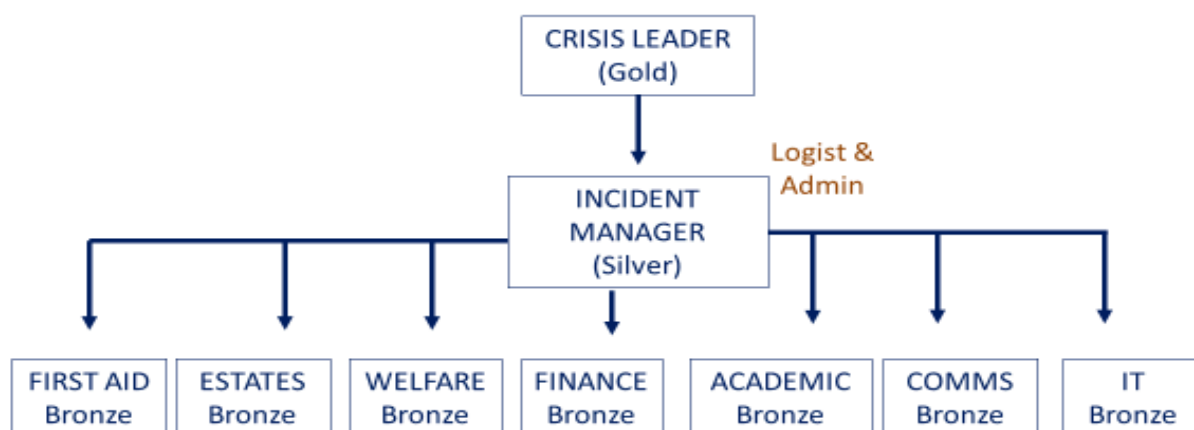
2.1 Decision-making structure

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 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 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
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

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Critical incident policy and procedures

Part B: School specific (Ruislip High School)

Summer 2025

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Part B – Local critical incident plans and 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	Headteacher	Deputy Headteacher
Incident manager	Deputy Headteacher	Deputy Headteacher
Welfare lead	Deputy Headteacher	Senior Leader
Academic lead	Senior Leader	Senior Leader
Finance lead	Senior Leader	Trust Finance
Estates & logistics	Senior Leader	Facilities Manager
Comms & media	Senior Leader	Senior Leader
First aid response	Senior Leader	Facilities Manager
IT	Senior Leader	Facilities Manager
Admin	Senior Leader	Senior leader
Logistics	Senior Leader	Facilities Manager

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 a incident log (see **Appendix 2**)
- convene the IMT; (see **Appendix 3** for agenda)
- 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 pupils;
- 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 - offsite

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 pupils 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.

4. Shelter in place

4.1 Signal

The signal for shelter in place is a continuous tone for 20 seconds

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

4.2.2 Action of teachers and staff

All staff should follow the **CLOSE** procedure:

1. Close - all doors and windows -draw curtains/blinds if present.
2. Lock up - lock classroom doors shut.
3. Out of sight - minimise movement and move away from doors/windows.
4. Stay - calm and be as quiet as possible/turn phones to vibrate
5. Endure
 - a. Access the school email via mobile phones, or desktop
 - b. Take a register and record the names of all persons present in the room
 - c. Send register information to the office (via email - from phone or desktop)
 - d. Follow the 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

5.1 Onsite procedure

Each school has local onsite procedures that are outlined in **Appendix 6a**. This includes the following information:

- How all individuals should exit the building safely, including pupils leaving quietly and in an orderly manner
- Where the assembly point is

- The responsibilities of fire wardens
- Safety information, eg. turn off apparatus and leave bags/coats

The onsite map shown in **Appendix 6b** highlights the escape routes and exits. This should be included in the grab bag for the emergency services. Contractors and supply staff should also be given a copy of **Appendix 6a** and **Appendix 6b** if they are unsupervised on site.

5.2 Offsite procedure

Off-site evacuation is implemented when it is unsafe to remain on the school site and evacuation to an offsite assembly location is required. This action provides for the orderly movement of pupils and staff along prescribed routes from inside school buildings to a designated location. Offsite 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 school has made the following arrangement for offsite evacuations as outlined in Table 3.

Table 3: Offsite evacuation contact details

Location	Contact name	Contact information
Jim O'Neill Walk	London Borough Hillingdon (public land)	See emergency contact details

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 walked to Jim O'Neill Walk. Registers should be taken again on arrival at the evacuation location. Any missing persons should be reported to the headteacher immediately. As noted in Section 3.5, a list of emergency contacts and key stakeholders should be in the grab bag.

6. Site plans

The school's site plan is outlined in **Appendix 8**. It should be available for the emergency services. This is required to control and contain the incident/accident and, if possible, eliminate or minimise the effects of the incident on persons, property and environment. It should include the following:

- hazardous substances
- utility shut off points
- refuge areas
- lifts
- fire hydrants
- assembly points

Version history

First issue/revision date	Approved by	Summary of changes if not first issue
June 2025	LGB	
Oct 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 6a: Onsite local emergency evacuation procedures

Appendix 6b: Onsite map

Appendix 7a: Offsite map

Appendix 7b: Offsite map

Appendix 8: School's site plan

Appendix 1: Holding statements

1.	Generic incident: The School is currently dealing with an on-going 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 up-date 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 up-date 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: Incident management team (IMT) agenda

IMT Agenda											
Section 1 – Introduction This is Ruislip High School's Incident Mgt Team. I am Gareth Davies (Headteacher) I am going to take a roll call by function, give an up-date 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 up-dates 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: Emergency contacts

Trust	Telephone / email
Martina Lecky	01895 367910
Emma Jordan	01895 367912
Justin Barrett	07966 434554
Anita Evans	01895 367916
Kirsty Farrell (CoG)	07899 045923

Organisation	Name	Telephone
GAS – National Grid PLC		0800 111 999
ELECTRICITY		0800 111 999
WATER	Castle water	01250 718700
MEM Contractor		
Bridge Fire		999
Intruder Alarm	Select Systems	02034 884 634
Signing in/out		INVENTORY
IT Provider	RM Education	
Public Health England		111 or 0207 654 8000
LBH Corporate Communication		01895 556289
RPA Insurance		0330 058 5566 or 0203 475 5031
LADO	Hannah Ives	Tel No 01895 250975/07753431285 lado.contact@hillingdon.cjsm.net hives@hillingdon.gov.uk
ESFA		0370 000 2288
Caterers	Impact Food Group	07976 151116
Cleaning staff	Hayward Services	(01753) 533 335

Lettings	Not applicable	
Facilities Manager	Justin Barrett	07966 434554
Hillingdon Council Advisor	Richard Western	rweston@hillingdon.gov.uk 07566 763723

Appendix 5a: Onsite local fire evacuation procedures

New build



Ruislip High School

! Fire Action

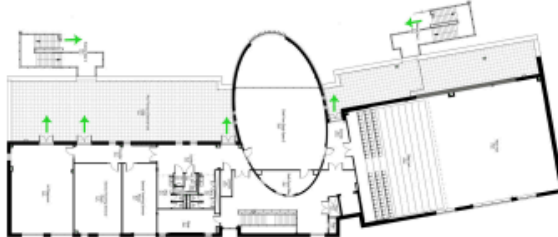
1. Any person discovering a fire must raise the alarm by activating the nearest call point.
Warning of a fire is given by a continuous sound of the alarm.
2. On hearing the fire alarm leave the building by the nearest available route and report to the Assembly Point (see plan for location details).
 - a. The assembly point for the school is the MUGA pitch and the astro turf pitch.
 - b. The assembly point for the kitchen area and the hirers is the side car park (next to the bicycle parking area)
3. Wheelchair users and persons with mobility difficulties should proceed to the nearest Safe Refuse Area on the upper floors and stairwells.
4. Wait for the assembly point or safe refuse area for further instructions.

Do not attempt to fight the fire or take risks.
Do not stop to collect personal belongings.
Do not return to the building for any reason until authorised to do so.
Do not use lifts.

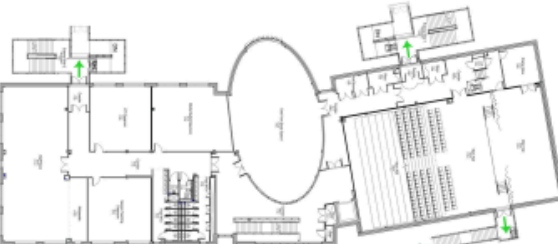
Ground Floor



First Floor



Second Floor



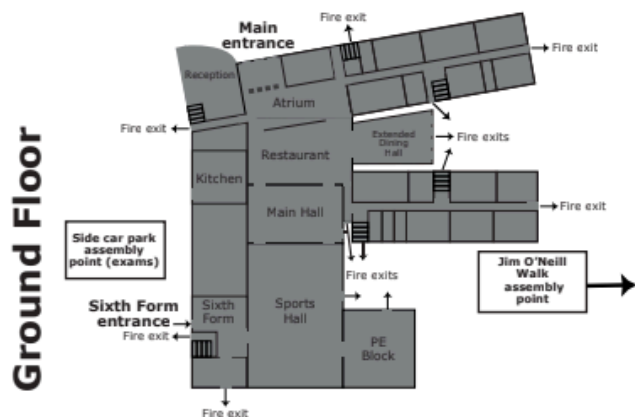


Ruislip High School

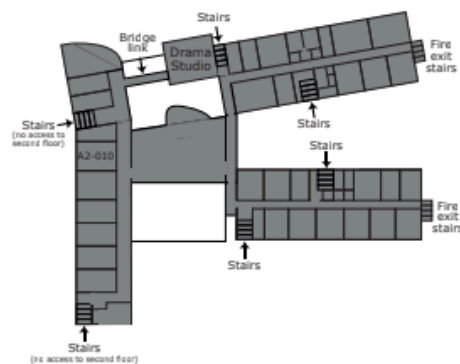
! Fire Action

1. Any person discovering a fire must raise the alarm by activating the nearest call point.
Warning of a fire is given by a continuous sound of the alarm.
2. On hearing the fire alarm leave the building by the nearest available route and report to the Assembly Point (see plan for location details).
 - a. The assembly point for the school is Jim O'Neill Walk.
 - b. The assembly point for the kitchen area and the hirers is the side car park plus exam students (next to the bicycle parking area)
3. Wheelchair users and persons with mobility difficulties should proceed to the nearest Safe Refuse Area on the upper floors and stairwells.
4. Wait for the assembly point or safe refuse area for further instructions.

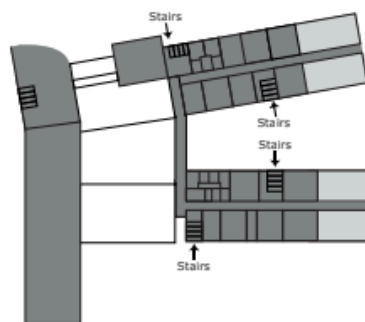
Do not attempt to fight the fire or take risks.
Do not stop to collect personal belongings.
Do not return to the building for any reason until authorised to do so.
Do not use lifts.



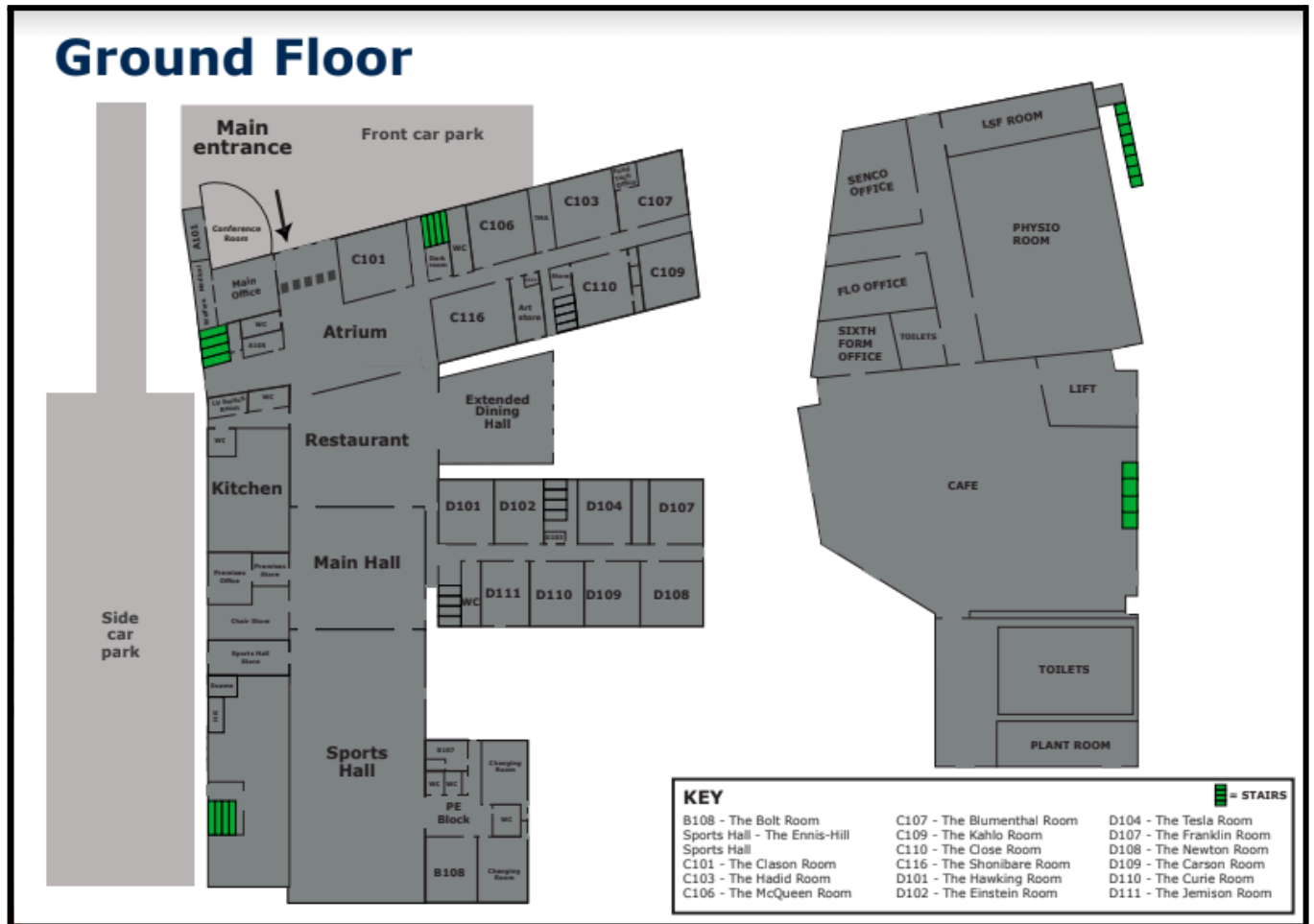
First Floor



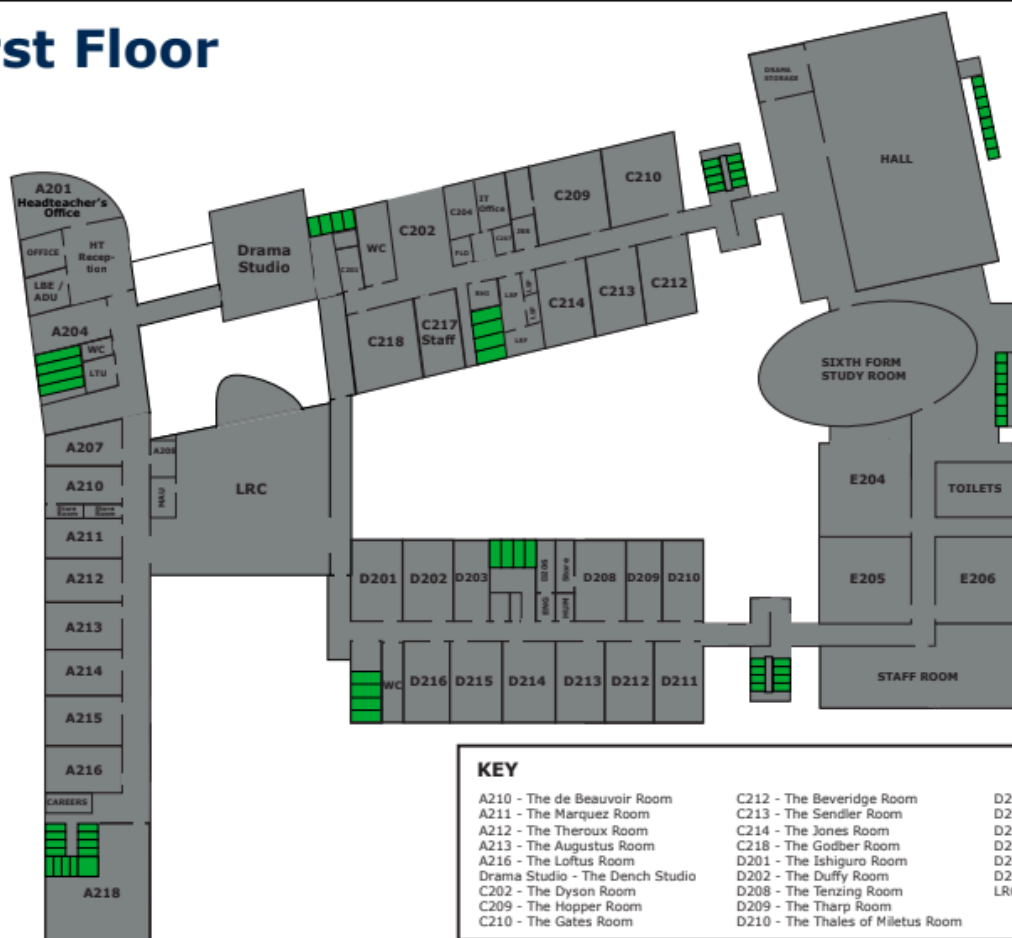
Second Floor



Appendix 5b: Onsite maps



First Floor



KEY

A210 - The de Beauvoir Room
 A211 - The Marquez Room
 A212 - The Theroux Room
 A213 - The Augustus Room
 A216 - The Loftus Room
 Drama Studio - The Dench Studio
 C202 - The Dyson Room
 C209 - The Hopper Room
 C210 - The Gates Room

C212 - The Beveridge Room
 C213 - The Sendler Room
 C214 - The Jones Room
 C218 - The Godber Room
 D201 - The Ishiguro Room
 D202 - The Duffy Room
 D208 - The Tenzing Room
 D209 - The Sharp Room
 D210 - The Thales of Miletus Room

D211 - The Earhart Room
 D212 - The Palin Room
 D213 - The Orwell Room
 D214 - The Bronte Room
 D215 - The Shelley Room
 D216 - The Hardy Room
 LRC - The Rowling Learning Resource Centre

STAIRS

Second Floor

The floor plan shows a complex layout of rooms and corridors. On the left, there is an 'External Plant' area and an 'Internal Plant' area, both with green hatched patterns. The main corridor system runs through the center. Rooms are labeled with codes: C305, C306, C313, C309, C308, C314, D301, D302, D303, D304, D306, D307, D308, D310, D312, D314, D315, D316, E305, E306, and E307. There are also areas labeled 'HALL', 'SIXTH FORM STUDY ROOM', 'TOILETS', 'OFFICE', 'JCO', 'GMA', 'JCA', 'W.C.', 'MCO', 'M.A.', 'M.T.', 'JST', 'Store', and 'WALL'. Green hatched patterns indicate the locations of stairs. A key at the bottom right explains the room codes and the stair symbols.

KEY

C305 - The Browne Room	D308 - The Glennie Room
C306 - The Cartwright Room	D310 - The Wolsey Room
C308 - The Turing Room	D312 - The Wells Room
C309 - The Vorderman Room	D315 - The Berners-Lee Room
C313 - The Pythagoras Room	D316 - The Wallstonecraft Room
C314 - The Euclid of Alexandria Room	