



SMART Response®

# Martyn's Law Awareness

## Purpose

Understand what Martyn's Law means for education settings and how SMART Response® supports proportionate preparedness, public protection procedures, training and testing.

## Key message

This is not about creating fear. It is about organisational preparedness: knowing the plan, knowing the roles, and practising calm protective action.

**Protective security • Preparedness • Proportionate action**



# What Martyn's Law asks us to think about

Public protection is about preparedness before an incident, not improvisation during one.

## 1 Scope & responsibility

Know whether your setting is in scope, who controls the premises, and who owns the preparedness arrangements.

## 2 Reasonably practicable

Procedures must help reduce harm, but staff should not be expected to take action that compromises their own safety.

## 3 Education context

Early years, primary, secondary and further education settings are treated as standard tier, even where numbers are high.

## Core public protection procedures

### Evacuation

move away from danger

### Invacuation

move to safer internal areas

### Lockdown / secure

restrict access and visibility

### Communication

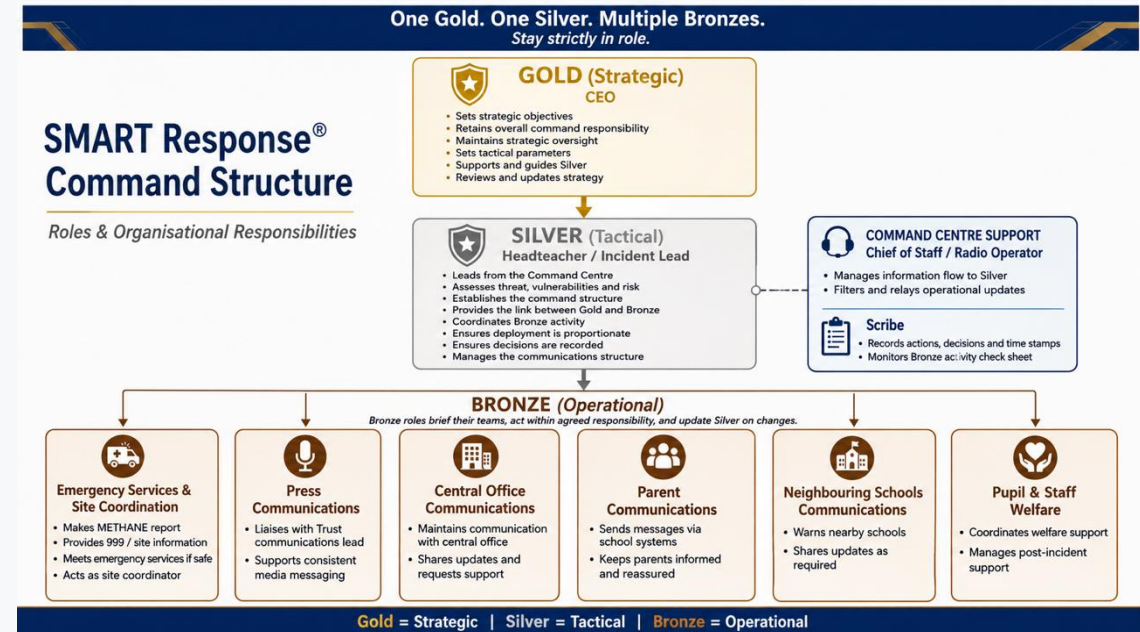
clear information to people on site

## Candidate prompt

Which of these procedures already appear in your school arrangements, and where would colleagues find them under pressure?

# How SMART Response® links to Martyn's Law

SMART Response turns preparedness into a practical school response model.



## Training point

Martyn's Law expects preparedness. SMART Response® gives colleagues a practised method for moving from awareness to coordinated action.

## Golden thread

Plan → train → drill → debrief → update → re-test.

*Link this back to previous modules: the levelled approach, immediate response, command structure and Level 4 drills.*

## Awareness in practice: what staff should do

The first response should be calm, proportionate and information-led.

### NOTICE

Unusual behaviour, access issues, unattended items, suspicious approaches, or changing circumstances.

### REPORT

Use agreed channels: radio, phone, reception, senior leader, or emergency services where needed.

### PROTECT

Keep yourself safe. Move people away, secure areas, reduce visibility, or hold position as instructed.

### RECORD

Capture facts, times, decisions and actions. Avoid speculation and keep information flowing to Silver.

### Avoid

Rumour, delay, confrontation, lone decision-making, or unclear messages.

### Aim for

Fast reporting, clear roles, safer movement, simple instructions, and documented decisions.

*This slide is about behaviour, not paperwork. Candidates should be able to describe what good awareness looks like in real time.*

## Mini tabletop: Martyn's Law into SMART Response®

Use a short scenario to test whether awareness becomes coordinated action.

### Scenario

It is open evening. A visitor enters reception, refuses to sign in, becomes agitated, and moves towards a pupil corridor. Staff are unsure whether the person is known to the school.

### Decision point

What is the immediate protective action?  
What information is missing? Who needs to know first?

### SMART link

Use Level 0–4 thinking. Escalate only as far as the live risk assessment requires.

### Group task: create a 5-minute response plan

- 1 What should reception do now?
- 2 What should Silver be told?
- 3 Which Bronze roles may be needed?
- 4 What message goes to staff?
- 5 What would make this Level 3 or Level 4?

**Close: one action you will check back at your own site this week**

Output: one gap, one owner, one improvement action, one date to re-test.