



# **St Mary & St Thomas C.E.P School Critical Incident & Disaster Policy**

**Author: Headteacher  
Owner: CEO/Directors  
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**We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:**

*Article 6: Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.*

For more information on the convention and the rights of each child visit: <http://www.unicef.org.uk>

# **Critical Incident & Disaster Policy**

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### **Critical Incident & Disaster Policy**

This policy sets out the procedures to be followed to ensure the safety and protection of the whole school community in the event of a critical incident.

A copy of this policy can be found on the school website

#### **Definition**

A critical incident can be a physical incident or psychological trauma that has a severe immediate impact and likely long-term effect on pupils, staff, parents or visitors to the school.

This may include:

- Incidents that involve staff, children or young people or others
- People made disasters/emergencies e.g. explosion, fire
- Natural disasters/emergencies e.g. flood
- Terrorist incidents

Crisis management and recovery processes involve personal support, crisis intervention and a whole range of practical assistance.

The policy will name the people who will assume key roles (Critical Incident Team), the information and procedures that will need to be in place, the communication framework required to handle any contingency and the support structures for staff.

The Critical Incident Team has responsibility for ensuring that procedures are properly addressed at times of high emotion and that if the Headteacher is the subject of the incident then the response mechanism should proceed effectively. In cases of Terrorism incidents, the Critical Incident Team will liaise with the local Counter Terrorism Security Advisers (CTSA).

If the incident subsequently involves legal action, a precise response to the incident should be known and be able to be verified by more than one person.

#### **Major incidents focused on people**

Whilst all critical incidents are difficult for all concerned, those that involve serious injury or death are inevitably traumatic. By their very nature and definition, critical incidents tend to disorientate and may overwhelm those involved. Planning ahead is a necessary precaution and can be crucial. Communication during and following an incident is, of course, of great importance.

## **SECTION 1 – PLANNING FOR A CRITICAL INCIDENT**

It is important that the school knows which people can be contacted immediately following an incident, what information is available and where it is stored.

- 1.1 Critical Incident Flowchart (copy to be displayed in staff room & office area)
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- 1.10 Contact details -External Organisations
- 1.11 Blank telephone log for additional numbers to be recorded

### **The Critical Incident Team**

#### ***Comprises of the Headteacher, Business Manager, Premises Manager***

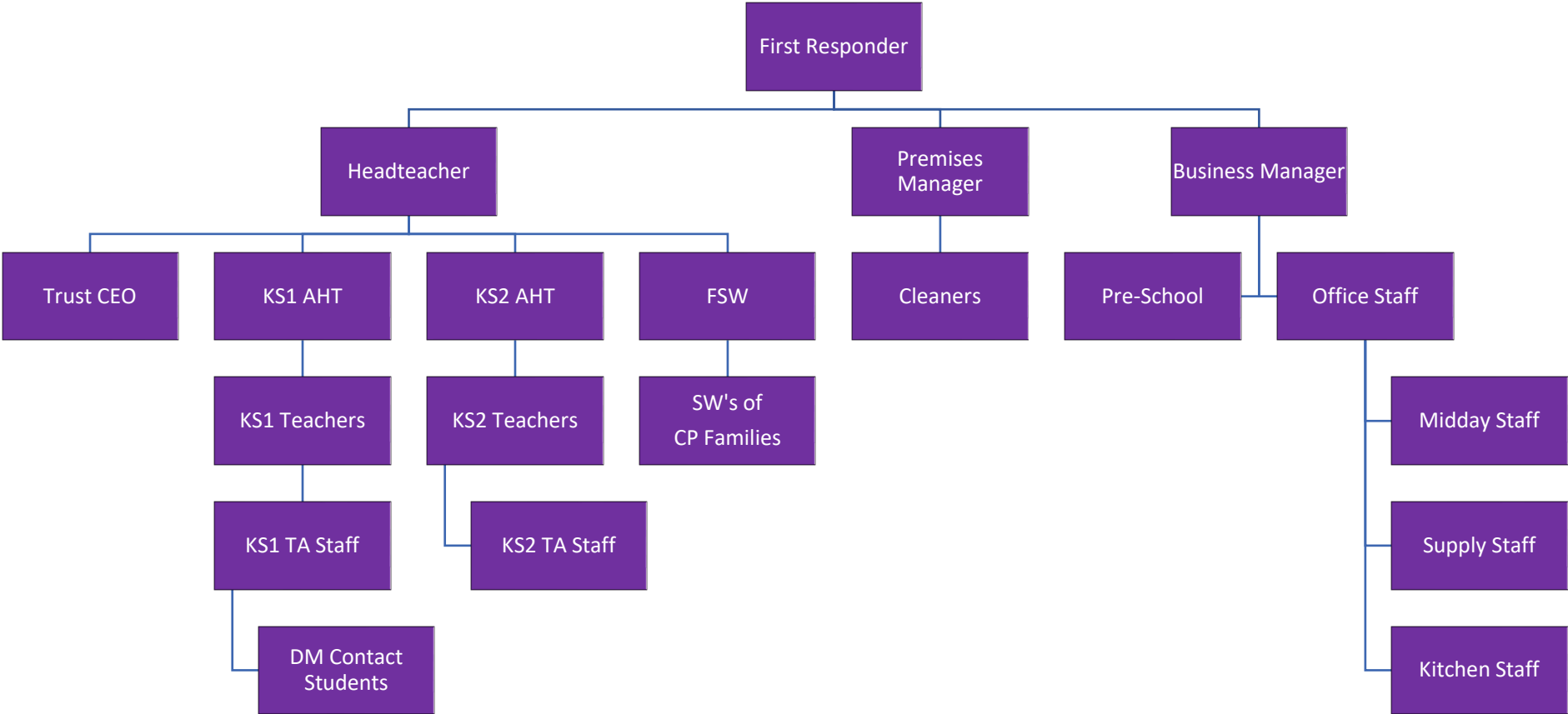
Others may be co-opted as necessary in light of the nature of the emergency and the availability of the people and personal involvement of those concerned. An Incident Manager will be appointed by the Headteacher (or Assistant Head in her absence) in response to the type of incident being faced. In the event of an emergency all staff, including non-teaching and temporary staff, should be notified as soon as possible.

The School Office should be used as the central liaison point for all incidents. However, if this is not available, an alternative area with separate telephone line will be identified. In the first instance a separate dedicated line will be needed for outgoing calls. However, in the event of an evacuation or phones being disabled it may be appropriate to use dedicated mobile phones to separate incoming and out-going calls. Additional support staff may assist in contacting parents and other key people (using Arbor texting service).

## SECTION 1.1-CRITICAL INCIDENT FLOWCHART

<p><b>STEP 1 – RESPONDING TO AN EMERGENCY</b></p> <ul style="list-style-type: none"> <li>• Contact the Headteacher and all members of the Critical Incident Team</li> <li>• Appoint an Incident Manager (appropriate to incident)</li> <li>• Assess that all children and young people are safe</li> <li>• Build a profile of the incident, e.g. who is most affected by the incident and how it may have affected them</li> <li>• Check to establish whether any individual or group needs immediate attention</li> <li>• Assess immediate practical needs</li> <li>• Report Incident to the Diocese by phone.</li> <li>• Identify a control point at or near the site to manage the incident in the initial hours or days.</li> <li>• In the case of a Terrorism attack/threat, contact the Counter Terrorism Security Adviser and the Anti-Terrorism Hotline - 0800 789 321</li> </ul>	<p><b>STEP 2 – COMMUNICATIONS</b></p> <ul style="list-style-type: none"> <li>• Those dealing with in-coming calls should provide an agreed factual statement together with re-assurance of action being taken at the incident site.</li> <li>• A separate dedicated line will be needed for outgoing calls.</li> <li>• In the event of an evacuation or the phone lines being disabled a mobile phone will be used. <i>It is important to remember that mobile phones are not necessarily secure and that caution about what is said should, therefore, be exercised at all times.</i></li> </ul>	<p><b>STEP 3 – CONTACTING FAMILIES DIRECTLY AFFECTED</b></p> <ul style="list-style-type: none"> <li>• This will be done quickly and sensitively.</li> <li>• Consistency of information is vital, therefore if parents cannot be contacted a message will be left with a relative, friend or neighbour identified in the information sheet.</li> <li>• If parents are invited to a venue to meet school, the venue will be secure, and the location not made known to the media.</li> <li>• School will suggest individuals, groups or organisation that can offer suitable relevant support.</li> </ul>
<p><b>STEP 6 – INFORMING PUPILS ABOUT THE INCIDENT</b></p> <ul style="list-style-type: none"> <li>• Staff will be given advice and guidance on what the pupils should be told and how.</li> <li>• Some information may be given in whole school assemblies and then discussed in class. Other types of information will be disseminated in small groups by the staff closest to the pupils.</li> <li>• Our pupils may not understand the full implications of any incident, so information given will be tailored to cognitive and emotional levels of the children.</li> <li>• Pupils will be given all the time they need to ask questions or talk about the incident.</li> <li>• Families will be informed about the amount of information their children have been given as they will not be able to relay this information themselves.</li> </ul>	<p><b>STEP 5 – INFORMATION FOR TEACHING AND SUPPORT STAFF (INC. TEMPORARY STAFF)</b></p> <ul style="list-style-type: none"> <li>• Adults in contact with children and young people will be kept well informed and feel secure in handling questions and comments.</li> <li>• A schedule for up-dating them will be arranged, e.g. breaks, at the end of the school day or first thing in the morning. This ensures that knowledge is common, and questions are answered.</li> <li>• Staff will not talk to the media or respond to questions from reporters.</li> </ul>	<p><b>STEP 4 – RESPONDING TO CALLS FROM RELATIVES</b></p> <ul style="list-style-type: none"> <li>• Agreed members of staff will be delegated/permitted to talk to relatives.</li> </ul> <p>They will:</p> <ul style="list-style-type: none"> <li>• Use language and tone that alleviates anxiety</li> <li>• Anticipate questions relevant to the incident, e.g. 'Did my child witness the incident?' and be prepared to answer them</li> </ul>
<p><b>STEP 7 – CONTACTING FAMILIES AND OTHERS NOT DIRECTLY AFFECTED</b></p> <ul style="list-style-type: none"> <li>• It may be sufficient to inform other parents by letter.</li> <li>• In other cases, it may be more appropriate to call an early meeting at the school, especially if the incident is one which could call into question aspects of the school's organisation that could affect all pupils.</li> <li>• A prepared verbal or written statement will provide necessary facts, expressions of sympathy and concern and possibly a message for the community.</li> <li>• It is essential to remember that a letter can be passed on to the media.</li> <li>• Legal advice will be sought before issuing any form of written statements.</li> <li>• The school will make a decision based on the nature of the incident whether a letter is sent immediately or if it will be delayed until all facts are known.</li> </ul>	<p><b>STEP 8 – SUPPORT FOR PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Those managing the incident also take care of themselves. Someone should take on responsibility for ensuring this element is not forgotten.</li> <li>• The School Committee Members have the responsibility of ensuring that the Headteacher or Incident Manager will be provided with personal advice and support.</li> <li>• The emotional state of all the people involved must be acknowledged – staff, pupils and parents.</li> <li>• Not all staff may feel able to support others and the burden of support, therefore, fall on a disproportionately small number of staff. It is important that this is openly acknowledge and recognised as an acceptable and possible inevitable position to adopt.</li> <li>• A critical incident could have an impact on emotionally vulnerable children and affect their behaviour or emotional state, school must be prepared to offer them support from appropriate professionals within or outside school.</li> <li>• Staff closely involved in the incident in any way should be offered opportunities for debriefing and counselling, informally or through a more formal structure.</li> <li>• There may be long term effects on some people, so staff or pupils may need to be offered professional therapeutic help.</li> <li>• Designating areas should be provided for parents and others to meet so that support can be given but privacy maintained.</li> </ul>	<p><b>STEP 9 – FORMAL AND INFORMAL RECOGNITION AND RITUALS</b></p> <ul style="list-style-type: none"> <li>• Arrangements may be made to express sympathy to the families directly affected</li> <li>• Injured children can be visited in hospital and pupils can be encouraged to send cards and letters</li> <li>• Staff and pupils may attend funerals if they are sure of being welcome. The school may be closed in recognition of funerals.</li> <li>• Special Assemblies and in-school memorial services may be held</li> </ul>

**SECTION 1.1-CRITICAL INCIDENT STAFF CASCADE**



### SECTION 1.3 – SCHOOL INFORMATION

School Details	
Name of school	St Mary & St Thomas Church of England Primary School
Type of school	Academy
School address	Barton Close, St Helens, WA10 2HS
School operating hours	8.30am – 3.15pm
Approximate number of staff	43
Approximate number of pupils	228
Age range of pupils	4-11
Office contact details	
Office telephone number	01744 734320
Office email address	<a href="mailto:stmarythomas@three-saints.org.uk">stmarythomas@three-saints.org.uk</a>
School Website	<a href="http://www.sm-st.co.uk">www.sm-st.co.uk</a>
Critical Incident Team	
Headteacher	Mrs L Lewis
Premises Manager	Mr J Hurstfield
Business Manager	Mrs K Sawe
Chair	Mrs C Watts
Key holder contact details	
Premises Manager	
Sector Security	01772 794728
Headteacher – Mrs L Lewis	07966 283808
Assistant Head – Mrs M Fiendley	07590840453
Senior Leader – Mrs N Parry	07545376464

**SECTION 1.3 – SCHOOL INFORMATION (Continued)**

School Bank Details	
Lloyds Bank	
Sort code	
Account number	
Login details	
Website	
Username	
Password	
In-app Messaging service via Arbor	
Username	
Password	



## **SECTION 1.4 - SITE INFORMATION**

**Critical locations of:**

<b>Utility supplies</b>	<b>Location</b>	<b>Notes / instructions</b>
Gas meters	One outside Nursery, Two in Site Manager's room	All have shut off valves
Water	School carpark	N/A
Electricity	Site Manager's room	
Heating	Boiler House	

<b>Internal hazards</b>	<b>Location</b>	<b>Notes / instructions</b>
Asbestos	Various locations (see Asbestos Register)	
Chemical store(s)	Caretaker's locked cupboard	

<b>Pre-designated areas</b>	<b>Location</b>	<b>Notes / instructions</b>
Critical Incident briefing area	HT's Office	
Media briefing area	HT's Office	

## **SECTION 1.5 – GAS/WATER/HEATING/ELECTRICAL DISTRIBUTION BOARDS**

## **SECTION 1.6 – PREMISES & SITE PLAN**

## **SECTION 1.7 – ASBESTOS REPORTS**

**SECTION 1.8 – CONTACT DETAILS – SCHOOL STAFF/COMMITTEE/DIOCESE**

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Mrs Kirsty Tennyoson	CEO				
Mrs Lyndsey Lewis	Headteacher				
Mrs C Watts	Chair of Committee				
	Diocese				
Mrs Kim Sawe	Business Manager				
Mr John Hurstfield	Premises Manager				
Mrs Melissa Fiendley	Assistant Head				
Miss Natalie Wright	Teacher				
Miss Jenny Heaton	Teacher				
Mrs Rebecca Caesar	Teacher				
Miss Lucy Bowen	Teacher				
Mrs Susan Mulvihill	Teacher				
Mrs Kim Murphy	Teacher				
Miss Kezia Richardson	Teacher				
Mrs Jess Thompson	Teacher				
Mr Chris Jones	Teacher				
Mrs Natalie Parry	Teacher				

Miss Linda Smith	Director of Wellbeing				
Miss Nicola Shields	Family Support Worker				
<b>SECTION 1.8 – CONTACT DETAILS – SCHOOL STAFF/COMMITTEE/DIOCESE (Continued)</b>					
Miss Linda Rainford	Teaching Assistant				
Mrs Maxine Rainford	Teaching Assistant				
Mr Gareth Lacey	Teaching Assistant				
Miss Emma Barnes	Teaching Assistant				
Mrs Karen Brown	Teaching Assistant				
Mrs Debbie Rainford	Teaching Assistant				
Miss Julie Stubbs	Teaching Assistant/Cleaner				
Miss Beverley McDonald	Teaching Assistant				
Mrs Draper	Teaching Assistant				
Miss Tracy Banks	Teaching Assistant				
Mrs Helen Hitchen	Teaching Assistant				
Mr Jake Rainford	Teaching Assistant				
Miss Katie Pennington	Teaching Assistant				

**SECTION 1.9 – CONTACT DETAILS LOCAL AUTHORITY**

Organisation	Name/role of contact	Contact details	Alternative contact details	Notes (e.g. first aid trained)
Critical Incident Response Co-ordinators	Ann McIntyre (Operational Director, Education)			
	Tracey Coffey			
	Martin West			
	Jill Farrell			
	Anita Parkinson			
	Lorraine Crane			
Education & Child Psychologists	Win Little			
	Martin Redmond			
Capital Development Team	Catriona Gallimore			
Emergency planning	Steve Rimmer			
Property Services	John Hughes			
Technical Services	Peter Kelly			

## SECTION 1.10 – CONTACT DETAILS EXTERNAL ORGANISATIONS

Organisation	Contact details	Notes	Website
Police	Tel: 999 (24 hour) Tel: 101 (24 hour, non-emergency)		
Fire & rescue service	Tel: 999 (24 hour)		
Ambulance service	Tel: 999 (24 hour)		
National Health Service	Tel: 111 (24 hour)		<a href="http://www.nhs.uk/111">www.nhs.uk/111</a>
Department for Education	Tel: 0370 000 2288 (office hours, general enquiries)		<a href="http://www.gov.uk/dfe">www.gov.uk/dfe</a>
Foreign & Commonwealth Office	Tel: 0207 008 1500 (24 hour, consular assistance)	If abroad, please dial: +44207 008 1500	<a href="http://www.fco.gov.uk">www.fco.gov.uk</a>
Environment Agency	Tel: 0845 988 1188 (24 hour, floodline)		<a href="http://www.gov.uk/ea">www.gov.uk/ea</a>
Met Office	Tel: 0370 900 0100 (24 hour, weather desk)		<a href="http://www.metoffice.gov.uk">www.metoffice.gov.uk</a>
Health and Safety Executive	Tel: 0845 300 9923 (office hours, incident contact centre) Tel: 0151 922 9235 (24 hour, duty officer) Tel: 0151 922 1221 (24 hour, duty press officer)		<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Radio Station	Contact details	Notes	
Wish FM	0845 900 1024	102.4 FM	
Heart radio	0161 886 8800	105.4 FM	
Radio Merseyside	0151 709 9333	95.8 FM	
Radio City	0151 472 6800	96.7 FM	

Catering	Mellors		
DBE Property Management	Peter Ballard	01254 958858	07970 923141
Educational psychology			
Electricity	EDF Energy	Emergency 105 or Emergency	www.powercut105.com
Gas	Corona Energy	Emergency 0800 111 999 Gas Transporter 0870 160 0229	<a href="http://www.coronaenergy.co.uk">www.coronaenergy.co.uk</a>
Health & safety	MEH		
Human resources	Browne Jacobson		
IT – Agilisys	Keith Patrick-Ward	0808 178 6996	<a href="mailto:Keith.patrick-ward@agilisys.co.uk">Keith.patrick-ward@agilisys.co.uk</a>
Legal	Browne Jacobson		
Occupational Health	RPS		
Supply Staff	Tradewind	0151 221 9666	
Teacher Support Network	England: 08000 562 561 (24 hour) Wales: 08000 855 088 (24 hour) Scotland: 0800 564 2270 (24 hour)	The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.	<a href="http://www.teachersupport.info">www.teachersupport.info</a>
Trade union			
Water	Waterlogic	0333 323 2275	

**SECTION 1.11 – CONTACT DETAILS (for completion during an emergency)**

*This table should be left blank so it can be used to record additional contact details during an emergency.*

## **SECTION 2 – RESPONDING TO AN EMERGENCY**

### **Notification of Incident**

Information about an incident may come from a number of sources, but whoever receives the alert should ask for, and record, as much information as possible on the incident log. (Section 2.1)

### **Initial action**

After receiving the information, initial responses should be to contact the Headteacher and all member of the critical incident team. If the Headteacher or nominated person is not available, the senior person present should follow the instruction given in the initial action checklist. (Section 2.2)

The incident will also be reported to the Diocese by phone, who can offer additional support to manage the incident as effectively as possible. This could include making arrangement for:

- Communication with relevant Diocesan individuals and relevant groups
- Security safety of school site and emergency accommodation
- Additional teaching resources
- Additional staff
- Transport
- Specialist advice
- The dissemination of information

### **Co-ordination of the Critical Incident Plan**

It is essential the Critical Incident Team meet throughout the emergency to ensure all actions of the critical incident plan have been covered, allocating tasks to additional staff as required, to manage the incident. (Section 2.3)

### **School closure**

When an incident occurs the critical incident team will determine whether there is a need for full or partial school closure. They will need to ensure everyone who needs to be aware of the closure is notified. (Section 2.4)

### **Business continuity arrangements**

The critical incident team will establish what effect the emergency will have on the operation of the school, how long the disruption will potentially last and what additional services are required to restore the usual school routine. (Section 2.5)

### **Communications**

Those dealing with in-coming calls should provide an agreed factual statement together with reassurance of action being taken at the incident site. A separate dedicated line will be needed for outgoing calls; this may be a mobile phone. It is important to remember that mobile phones are not necessarily secure and that caution about what is said should, therefore, be exercised at all times. (Section 2.6)



### **Contacting families directly affected**

This will be done quickly and sensitively. Consistency of information is vital, therefore if parents cannot be contacted a message will be left with a relative, friend or neighbour identified in the information sheet. If parents are invited to a venue to meet school, the venue will be secure, and the location not made known to the media. School will suggest individual groups or organisations that can offer suitable relevant support.

### **Responding to calls from relatives**

Agreed members of staff will be delegated/permitted to talk to relatives.

They will:

- Use language and tone that alleviates anxiety
- Anticipate questions relevant to the incident, e.g. 'Did my child witness the incident?' and be prepared to answer them.

### **Information for teaching and support staff**

Adults in contact with children and young people will be kept well informed and feel secure in handling questions and comments. A schedule for up-dating them will be arranged, e.g. breaks, at the end of the school day or first thing in the morning. This ensures that knowledge is common and questions are answered.

Staff will not respond to the media or respond to questions from reporters. This is the role of the Headteacher who, in liaison with the Diocese and the CEO will prepare a formal statement.

### **Informing pupils about the incident**

Staff will be given advice and guidance on what the pupils should be told and how. Some information may be given in the whole school assemblies and then discussed in class. Other types of information will be disseminated in small groups by the staff closest to the pupils. Our pupils may not understand the full implications of any incident, so information will be tailored to cognitive and emotional levels of the children. Pupils will be given all the time they need to ask questions or about the incident. Families will be informed about the amount of information their children have been given as they will not be able to relay this information themselves.

### **Contacting families and others not directly affected**

It may be sufficient to inform other parents by letter. In other cases, it may be more appropriate to call an early meeting at the school, especially if the incident is one which could call into question aspects of the school's organisation that could affect all pupils. A prepared verbal or written statement will provide necessary facts, expressions of sympathy and concern and possibly a message for the community. It is essential to remember that a letter can be passed on to the media. Legal advice will be sought before issuing any form of written statements. The school will make a decision based on the nature of the incident whether a letter is sent immediately or if it will be delayed until all facts are known.

### **Log keeping**

Ensure important information/actions taken and decisions made are recorded throughout the incident using the log keeping checklist. (See Section 2.7 for guidance).

### **Media management**

Staff will not respond to the media or respond to questions from reporters. This is the role of the Headteacher who, in liaison with the Diocese and the CEO will prepare a formal statement. (Section 2.8)

### **Resources**

In the event of a critical incident and evacuation is required, action must be taken to protect property, whilst still enabling access for emergency services. (Section 2.9)

### **Welfare**

During the emergency, assess that all children and young people are safe – during a major incident the safety of all is paramount. Check to establish whether any individual or group needs immediate attention. Assess immediate practical needs – if necessary, contact the Emergency services to provide them with an overview of the incident. Follow actions in welfare checklist (Section 2.10)

### **Educational visits leader**

In the event of the incident occurring during an educational visit offsite, the educational visits leader has a separate role to play. The role of the educational visits leader checklist must be followed. (Section 2.11)

### **Emergency grab bag contents**

An emergency grab bag will be available in the school office which contains vital information/equipment for use in a critical incident. In the event of an evacuation the grab bag will be taken offsite by a member of the office staff, with all other relevant documentation. (Section 2.12)

## **SECTION 2.1 - NOTIFICATION OF INCIDENT**

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, the emergency services, and the local authority). Whoever receives the alert should ask for, and record, as much information as possible.

- + **Maintain a written record of your actions using this form and a log book.**
- + **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
- + **Find out what has happened. Obtain as clear a picture as you can.**
- + **Discuss with the informant what action needs to be taken and by whom.**

Name of informant:	Date and time of call:
Contact details of informant:	Date and time of incident:
Exaction location of incident	
Details of incident:	
Where is the informant now and where are they going?	
People affected (including names, injuries, where they are, where they are being taken to):	
What arrangements are in place for people not directly involved in the incident?	
<b>SECTION 2.1 - NOTIFICATION OF INCIDENT (Continued)</b>	
What advice have the emergency services given?	

Who has been informed?					
Headteacher		Police		Fire & Rescue service	
School Staff		Ambulance Service		Local Authority	
Governors/IEB		Health & Safety Executive		Foreign & Commonwealth Office	
Pupils		Media		Insurance company	
Parents/Carers		Extended Services		Trade Union	
Does anyone else need to be informed?					
Are any other actions required?					
<b>If the incident happened on an education visit please ask the questions below. You might already have these details but it could be useful to seek confirmation.</b>					
Name of educational visit leader			Number of pupils on educational visit		
Nature of educational visit			Number of staff on educational visit		
Location of educational visit					
If the incident happened abroad, do the Foreign & Commonwealth Office need to be notified?					

	Thursday, 19/05/2011
7.40pm	Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.
7.50pm	Rang Philip. Number engaged.
7.55pm	Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for 8.15pm.
8.05pm	Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: <del>07802 388</del> 07802 338 202.
8.20pm	Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).
8.40pm	Informed Anna Hughes (deputy headteacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the radio stations.

Notes should be recorded in chronological order.

If you make a mistake don't try to overwrite the original text - cross it out with a single line and start again.

Only include times, dates or initials within the margins.

## **SECTION 2.2 – INITIAL ACTION OF INCIDENT**

Immediately inform the Headteacher or nominated emergency contact. If neither is able to respond (they may be involved in the incident) the senior person present should follow the instructions below.

- + **Obtain and collate information about what has happened.**
- + **Convene your Critical Incident Management Team.**
- + **Ascertain as much information as possible and pass the details onto the CEO of the Trust**

### **Checklist for Consideration**

- Put in place an incident management room and dedicated phone line
- Contact families whose children are involved
- Make arrangements for informing other parents
- Inform teaching and support staff
- Inform pupils
- Encourage people involved to talk
- Be ready to deal with media interest. (Section 2.8)
- Develop a plan for handling the feelings and reactions of some people affected and involved
- Anticipate further media interest and agree information releases with the Trust
- Keep all stakeholders informed of develop

## SECTION 2.3 – ROLES & RESPONSIBILITIES

Co-ordination - initial response	Tick / sign / time
Establish a basic overview of the incident.	
<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> <li>▪ Liaise with the educational visit leader on a regular basis</li> <li>▪ Consider sending extra staff to support the educational visit leader</li> <li>▪ Discuss with the educational visit leader the arrangements for notifying parents / carers</li> <li>▪ Consider how parents / carers and pupils will be reunited.</li> </ul>	
<p>Wherever possible, assign members of staff to relevant Critical Incident roles:</p> <ul style="list-style-type: none"> <li>▪ Business continuity</li> <li>▪ Communications</li> <li>▪ Log-keeping</li> <li>▪ Media management</li> <li>▪ Resources</li> <li>▪ Welfare.</li> </ul>	
<p>Remember to:</p> <ul style="list-style-type: none"> <li>▪ Allocate tasks amongst the Critical Incident Team</li> <li>▪ Ensure that staff are clear about their designated responsibilities</li> <li>▪ Establish the location and frequency of Critical Incident/ staff briefings</li> <li>▪ Ask staff to maintain a log of actions made and decisions taken</li> <li>▪ Assign a log-keeper to provide administrative / secretarial support.</li> </ul>	
Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
Take action to protect property.	
Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
Inform governors as appropriate.	
Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

## SECTION 2.3 – ROLES & RESPONSIBILITIES (Continued)

Co-ordination - ongoing response	Tick / sign / time
Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
Continue to allocate tasks amongst the Critical Incident Team. Work closely with them to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
<p>Ensure that regular briefings are given to:</p> <ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ School Committee members</li> <li>▪ Extended services.</li> </ul>	
Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
Check that everyone who should have been notified of the incident has been informed.	
In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
Seek advice on legal and insurance issues, if appropriate.	
If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	
Co-ordination – recovery	Tick / sign / time
Act as the main contact for the recovery process. Continue to allocate tasks to the team.	
Ensure that post incident support is available to all who may require it (Section 3.1).	
Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
Complete any necessary forms / paperwork.	
Arrange a debrief for school staff involved in the response.	
Represent the school at other debriefs which may take place (e.g. one organised by LA).	
Initiate a review of the school emergency plan.	
Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.	





## SECTION 2.4 – SCHOOL CLOSURE

Generic actions - initial response	Tick / sign / time
<p>Assess the need for closure. Consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> <li>▪ Partially opening the school to some pupils</li> <li>▪ Asking a buddy school for assistance</li> <li>▪ Purchasing infection control supplies (in the event of a public health incident).</li> </ul>	
<p>If necessary, assemble a Critical Incident Team Meeting.</p>	
<p>Seek support from other organisations (e.g. the local authority) as appropriate.</p>	
<p>Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 2. It may be appropriate to inform:</p> <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Staff</li> <li>▪ School Committee Members</li> <li>▪ Local radio stations</li> <li>▪ The local authority.</li> </ul>	
<p>If the closure takes place during the school day, arrange transport for pupils as necessary.</p>	
<p>If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.</p>	
<p>Make alternative arrangements for exams if necessary.</p>	
<p>If the school is likely to be closed for a significant period of time, consider the actions below.</p>	
Generic actions - ongoing response	Tick / sign / time
<p>Ensure pupils, parents / carers, committee members and the media are regularly informed of developments.</p>	
<p>Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.</p>	
<p>Ensure the security of the school premises.</p>	
<p>Put in place arrangements for remote learning</p>	



## **SECTION 2.4 – SCHOOL CLOSURE (Continued)**

If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g. buddy school or place of safety).

Pre-identified buddy school / place of safety / rest centre	
Name of premise	St Michaels with St Thomas Church of England
Type of premise	Church
Contact name and details of key holder(s)	Reverend Linda Riley-Dawkin
Address	Ditchfield Road, Widnes, Cheshire
Directions / map	Left out of School, Left onto Broadway, Right onto Hall Avenue, Left onto Ditchfield Road and Church situated on the left hand side next to Nursing home.
Estimated travel time	Approximately 10 minutes walking
Capacity (sleeping)	
Facilities / resources	Kitchen and Toilets available
Pre-identified buddy school / place of safety / rest centre	
Name of premise	Ormiston Chadwick Academy
Type of premise	High School
Contact name and details of key holder(s)	
Address	Liverpool Road, Widnes, Cheshire
Directions / map	Left out of school, Right onto Broadway, Left onto Briarfield Avenue, cross over at pedestrian crossing and continue through alleyway past Oakfield Primary school (on right hand side), cross over and continue straight ahead past shops, past Argos, continue until you come to 'T' junction. Turn right onto Liverpool Road and continue on this road until you reach next pedestrian crossing which is located directly outside of Ormiston Chadwick Academy.
Estimated travel time	30 – 40 minutes (Walking) / 5 minutes (By coach)
Capacity (sleeping)	1,000+ Sports Hall/ Arts Theatre
Facilities / resources	Canteen and Toilets available
Notes	

## SECTION 2.5 – BUSINESS CONTINUITY

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	n/a		
Examination papers			
Asset registers / equipment inventories			
Insurance documentation			Contact Insurance Company
Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	n/a		
Contact details			
Financial information			
Medical information			
Remote learning	Notes / instructions		
Website / extranet			
Email			
Post			

## SECTION 2.6 – COMMUNICATIONS

Communications - initial response	Tick / sign / time
Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
Support staff with any communication needs they may have.	
Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	
Communications - ongoing response	Tick / sign / time
Ensure regular information is provided to: <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ School Committee members</li> <li>▪ Extended services.</li> </ul>	
Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
Liaise with the 'media management' role about contacting local radio stations.	
Update the school answer phone on a regular basis.	
Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> <li>▪ What has happened</li> <li>▪ How their child was involved</li> <li>▪ The actions taken to support those involved</li> <li>▪ Who to contact if they have any concerns or queries.</li> </ul>	
In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	
Communications – recovery	Tick / sign / time
Provide regular briefings to pupils and parents / carers.	
Assist the 'business continuity' role in providing remote / virtual learning.	
Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

## SECTION 2.7 – LOG KEEPING

Please refer to Section 2.11 for more information on log-keeping.

Log-keeping - initial response	Tick / sign / time
Attend Critical Incident briefings. Keep a log of important information, actions taken and decisions made.	
Ensure that each member of staff keeps an incident log.	
Log-keeping - ongoing response	Tick / sign / time
Provide administrative / secretarial support to the Critical Incident Team.	
Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
Record details of any expenditure incurred by the school.	
Log-keeping – recovery	Tick / sign / time
Collate all incident logs, making copies if necessary.	
Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	

- + **Notes should be clear, intelligible and accurate.**
- + **Include factual information.**
- + **Use plain and concise language.**
- + **Keeps records of any expenditure.**
- + **Do not remove any pages.**
- + **Do not use correction fluid.**

## SECTION 2.8 – MEDIA MANAGEMENT

Media management - initial response	Tick / sign / time
Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.	
Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.	
Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
Be prepared to be interviewed by the media.	
Media management - ongoing response	Tick / sign / time
Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
Gather information from the Critical Incident Team, emergency services and other organisations as appropriate.	
Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	
Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
Try to prevent the spread of misinformation (especially through the use of mobile phones).	
Media management – recovery	Tick / sign / time
Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
Be aware of media interest in memorials or anniversaries of the event.	

## SECTION 2.9 – RESOURCES



<b>Resources - initial response</b>	<b>Tick / sign / time</b>
Take action to protect property. Consider turning off utility supplies.	
Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
<p>Work with other staff and the emergency services to control access to the school:</p> <ul style="list-style-type: none"> <li>▪ Advise staff and committee members that they might have to prove their identity before the emergency services will grant them access.</li> <li>▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out.</li> <li>▪ Ensure that media access to the site is controlled.</li> </ul>	
<b>Resources - ongoing response</b>	<b>Tick / sign / time</b>
Liaise with utility suppliers as required.	
<p>Establish safe and secure areas to assist the response. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Critical Incident briefing room</li> <li>▪ Briefing area for parents / carers</li> <li>▪ Media briefing room.</li> </ul>	
Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
Work with the 'business continuity' role to arrange temporary accommodation, if required.	
<b>Resources – recovery</b>	<b>Tick / sign / time</b>
Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
Procure temporary classrooms if appropriate.	

## **SECTION 2.10 - WELFARE**

<b>Welfare - initial response</b>	<b>Tick / sign / time</b>
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Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
<p>Identify pupils who may require additional support:</p> <ul style="list-style-type: none"> <li>▪ Those with Special Educational Needs (SEN)</li> <li>▪ Those with medical needs</li> <li>▪ Those with Personal Emergency Evacuation Plans (PEEPs)</li> <li>▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).</li> </ul>	
<b>Welfare - ongoing response</b>	<b>Tick / sign / time</b>
Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils.	
Where possible, every child should to be spoken to, and asked if they are alright, before they leave school.	
Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
Ensure that staff take regular rest periods.	
<b>Welfare – recovery</b>	<b>Tick / sign / time</b>
Please refer to Section 1.1 for information on welfare arrangements and post incident support after the emergency response.	

## **SECTION 2.11 – ROLE OF EDUCATIONAL VISITS LEADER**

<b>Educational visit leader - initial response</b>	<b>Tick / sign / time</b>
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Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
Contact the headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
Establish arrangements to meet the immediate welfare needs of pupils and staff.	
Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
Keep a log of important information, actions taken and decisions made.	
Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> <li>▪ Contact details</li> <li>▪ Consent forms (including medical and next-of-kin details)</li> <li>▪ Maps</li> <li>▪ Tickets</li> <li>▪ Insurance policies</li> <li>▪ Proof of identity</li> <li>▪ Passports (if abroad).</li> </ul>	
Avoid making comments to the media until parents / carers have been informed.	
Do not discuss legal liability with others.	

## **SECTION 2.11 – ROLE OF EDUCATIONAL VISITS LEADER (Continued)**

<b>Educational visit leader - ongoing response</b>	<b>Tick / sign / time</b>
Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
Act as the main contact for co-ordination of the response and work closely with the headteacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
Continue to brief staff and allocate tasks on a regular basis.	
Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
Liaise with the tour operator / provider, if appropriate.	
Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
If abroad, contact the Foreign & Commonwealth Office for support.	
If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"><li>▪ Records of expenditure</li><li>▪ Medical certificates / hospital admission forms</li><li>▪ Police incident number.</li></ul>	
Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	
<b>Educational visit leader - recovery</b>	<b>Tick / sign / time</b>
Please refer to Section 1.1 for providing welfare arrangements and post incident support after the initial emergency response.	
Complete any necessary forms / paperwork	

## **SECTION 2.12 - EVACUATION GRAB BAG**

- Memory Stick – with a copy of Critical Incident & Disaster Policy saved
- Notebook and Pen/ Dictaphone (to record decisions made)
- First Aid Kit (fit for purpose)
- High viz jackets and megaphone
- Cordon Tape
- Radio and Torch (spare batteries)
- Baby wipes
- Whistle
- Piriton / EpiPen
- Emergency asthma Inhalers

### SECTION 3.1 – POST INCIDENT SUPPORT

Post incident support - assistance for pupils and parents / carers	Tick / sign / time
Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
Consider which pupils need to be briefed, how, and by whom.	
Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
Consider providing relevant books in the school library.	
Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
Send a letter to parents / carers with information on: <ul style="list-style-type: none"> <li>▪ The nature of the incident</li> <li>▪ How their child was notified of the incident</li> <li>▪ Arrangements for support organised by the school</li> <li>▪ Who to contact if they would like additional support.</li> </ul>	
Maintain regular contact with parents / carers.	
Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the headteacher of the new school.	

### SECTION 3.1 – POST INCIDENT SUPPORT (Continued)

Post incident support - general actions	Tick / sign / time
Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> <li>▪ Teacher Support Network</li> <li>▪ Samaritans</li> <li>▪ Cruse Bereavement Care.</li> </ul>	
Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
Cancel or rearrange any events which are inappropriate.	
Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	
Post incident support - returning after a period of absence	Tick / sign / time
Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> <li>▪ Initial part-time attendance</li> <li>▪ Alternative methods of teaching</li> <li>▪ A sanctuary that pupils could use if upset during the school day.</li> </ul>	
Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> <li>▪ Missed work</li> <li>▪ Rescheduling projects</li> <li>▪ Exams.</li> </ul>	

### **SECTION 3.1 – POST INCIDENT SUPPORT (Continued)**

<b>Post incident support - funeral arrangements</b>	<b>Tick / sign / time</b>
Contact bereaved families to express sympathy on behalf of the school.	
Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider: <ul style="list-style-type: none"><li>▪ Closing the school on the day of the funeral as a mark of respect</li><li>▪ A senior member of staff attending the funeral on behalf of the school</li><li>▪ If staff and pupils can be allowed time off school to attend the funeral</li><li>▪ Providing transport to take pupils and staff to the funeral</li><li>▪ Providing pupils with information about what happens at funerals</li><li>▪ Arranging floral tributes and / or donations.</li></ul>	
<b>Post incident support - remembrance</b>	<b>Tick / sign / time</b>
Taking into account the wishes of the family, consider providing a suitable memorial at the school: <ul style="list-style-type: none"><li>• Garden</li><li>• Seating area / bench</li><li>• Tree</li><li>• Book of condolence</li><li>• Fountain</li><li>• Sculpture</li><li>• Painting</li><li>• Photograph</li><li>• Prize (e.g. a sporting / academic trophy for older children).</li></ul>	
Be aware of important dates which may need to be prepared for. E.g.: <ul style="list-style-type: none"><li>• Birthdays</li><li>• Christmas</li><li>• Mother's day</li><li>• Father's day</li><li>• Anniversary of the event.</li></ul>	
Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.: <ul style="list-style-type: none"><li>▪ Commemorative service</li><li>▪ Special assembly</li><li>▪ Concert</li><li>▪ Display</li><li>• Sports event.</li></ul>	
Be aware of renewed media interest near anniversaries of the event.	

### **SECTION 4.1 – EVACUATION**



<b>Signals</b>	
Signal for fire evacuation	Fire Alarm
Signal for bomb evacuation	Fire Alarm (pupils to be directed by a member of staff to safe site)
Signal for all-clear	Verbal notification by the Emergency Services
<b>Assembly points - fire evacuation</b>	
Fire evacuation assembly point A	School Playground
Fire evacuation assembly point B	Church
<b>Assembly points - bomb evacuation</b>	
Bomb evacuation assembly point A	Church
Bomb evacuation assembly point B	Ormiston Chadwick Academy (OCA)
<b>Exiting school gates</b>	
Keysafe on wall by gate	

## **SECTION 4.1 – EVACUATION (Continued)**

If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g. buddy school or place of safety).

Pre-identified buddy school / place of safety / rest centre	
Name of premise	St Michaels with St Thomas Church of England
Type of premise	Church
Contact name and details of key holder(s)	Reverend Linda Riley-Dawkin
Address	Ditchfield Road, Widnes, Cheshire
Directions / map	Left out of School, Left onto Broadway, Right onto Hall Avenue, Left onto Ditchfield Road and Church situated on the left hand side next to Nursing home.
Estimated travel time	Approximately 10 minutes walking
Capacity	
Capacity (sleeping)	
Facilities / resources	Kitchen and Toilets available
Notes	
Pre-identified buddy school / place of safety / rest centre	
Name of premise	Ormiston Chadwick Academy
Type of premise	High School
Contact name and details of key holder(s)	
Address	Liverpool Road, Widnes, Cheshire
Directions / map	Left out of school, Right onto Broadway, Left onto Briarfield Avenue, cross over at pedestrian crossing and continue through alleyway past Oakfield Primary school (on right hand side), cross over and continue straight ahead past shops, past argos, continue until you come to 'T' junction. Turn right onto Liverpool Road and continue on this road until you reach next pedestrian crossing which is located directly outside of Ormiston Chadwick Academy.
Estimated travel time	30 – 40 minutes (Walking)
Estimated travel time	5 minutes (By coach)
Capacity	1,000+
Capacity (sleeping)	Sports Hall/ Arts Theatre
Facilities / resources	Canteen and Toilets available
Notes	

**SECTION 4.2 – FIRE & EVACUATION PROCEDURES**

## SECTION 4.3 – LOCKDOWN

### Signals

Signal for lockdown	Internal Telephone System
Signal for all-clear	Internal Telephone System

### Red Lockdown

1. In the event of a school lockdown, it is mandatory that all pupils and adults who are in a classroom remain in the classroom. Pupils and adults who are in the corridors, hall or in the playground are to move into the nearest classroom.
2. Staff should check corridors, toilets, hall and playground for pupils and direct them to the nearest classroom.
3. Close windows, grilles and blinds in the classroom and lock where possible. Place tables or other heavy furniture in front of the door where possible.
4. Turn off the lights, fans and electrical devices.
5. Position pupils in the most secure place depending upon the scenario. This is a responsible adult's call.
6. Office staff only may use mobile phone (which should be in silent mode) to give the police further information about the emergency.
7. Take a complete register of everyone in the room.
8. The office will ring the class phone or staff mobiles in turn for this list, if the situation allows. This is not ideal but the only acceptable time to use them. Be prepared.

**The office will also contact the preschool on 07752 911987 to acquire details and to pass information on.**

- Do not ring the office during the lockdown except in a dire emergency.
- Remind everyone to remain quiet.
- No one is to leave the room during the Lockdown.
- Remain in this position until the "All Clear" is announced.

### Amber Lockdown

1. Move into nearest classroom
2. Close doors
3. Keep children calm
4. Await the all clear

## **SECTION 4.4 – BOMB THREAT**

**If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible.**

Time of call:	Telephone number you were contacted on:
Exact wording of the threat:	
<b>Stay calm. Being cautious, and without provoking the caller, try to ask the questions below</b>	
Where is the bomb right now?	What will cause it to explode?
When will it explode?	Did you place the bomb? If so, why?
What does it look like?	What is your name?
What kind of bomb is it?	What is your telephone number?
What is your address?	
<b>+ Try dialling 1471. You may get information on where the phone call was made from.</b>	
Did dialling 1471 work?	Time the call ended:

#### **SECTION 4.4 – BOMB THREAT (Continued)**

- + Contact the Police (999) and headteacher / nominee immediately.
- + Carry out further actions based on Police advice.

**What gender was the caller?**

- ☐ Male  
☐ Female

<b>Approximately how old was the caller?</b>	<b>Did the caller have an accent?</b>
<b>Did the caller use a codeword?</b>	<b>Did the caller sound familiar?</b>

<b>What sort of voice did the caller have?</b>					
Normal		Well spoken		Impediment	
Loud		Poorly spoken		Stutter	
Quiet		Deep		Lisp	
Whispered		High Pitched		Slurred	
Clear		Hoarse		Other	
Disguised		Nasal			
<b>At what pace did the caller speak?</b>					
Normal		Quick		Slow	
<b>What manner did the caller have?</b>					
Normal		Upset		Irritated	
Calm		Angry		Muddled	
Excited		Rational		Other	
Laughing		Irrational			

<b>Were there any distinguishable background noises?</b>
<b>Notes:</b>

#### **SECTION 4.5 – SUSPICIOUS PACKAGES**

Postal bombs or biological / chemical packages might display any of the following signs:

- Excessive wrapping
- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor hand writing, spelling or typing
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address.

The likelihood of a school receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

Initial response - upon receiving a suspicious package	Tick / sign / time
Remain calm.	
Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"> <li>▪ Do not touch the package further</li> <li>▪ Do not move it to another location</li> <li>▪ Do not put the package into anything (including water)</li> <li>▪ Do not put anything on top of it.</li> </ul>	
Note its exact location.	
Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
Notify the Police (999) and the headteacher / nominated emergency contact immediately. In the case of a Terrorist Attack/Threat, contact the Anti-Terrorism Hotline 0800 789 321	
Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	
If anyone is exposed to a potentially hazardous substance carry out the actions below.	
Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

## SECTION 4.6 – SHELTER

Initial response - shelter		Tick / sign / time
Ensure all pupils are inside the school building.		
Signals		
Signal for shelter	School internal telephone system 'Chemical Hazard stay inside!' Foundation Stage/ Year 3 (Year 3 to check playground & field and inform/Kitchen/rest of school)	
Signal for all-clear	Internal Telephone System	
Upon hearing the shelter signal, take the action below.		Tick / sign / time
If appropriate, move pupils away from the incident (e.g. to the other side of the building).		
Dial 999, if appropriate. Dial once for each emergency service that you require.		
If sheltering from an environmental hazard (e.g. a smoke plume) ensure all doors and windows are closed and ventilation / air circulation systems are switched off.		
Check for missing / injured pupils, staff and visitors.		
Reassure pupils and keep them engaged in an activity or game.		
Notify parents / carers of the situation.		
Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.		



## **SECTION 4.7 – STAY SAFE**

### **Stay Safe**

- Under immediate gun fire, take cover but leave ASAP when safe to do so
- Nearby gunfire, leave the area immediately, if safe to do
- Cover from fire/cover from view
- Leave belongings behind
- Do not congregate at evacuation points
- If you can't escape, consider locking yourself in a room or cupboard
- Limit movement, stay silent, mobile phones off or set to vibrate

### **See, Tell and Act**

- Type of firearm/s and weapon/s
- Number of suspects (armed suspects)
- Description/location/direction of travel
- Monitor suspects safely if possible (via CCTV etc)
- Contact police via 999 and set the scene
- Communicate situation if possible to staff, visitors, neighbouring premises

### **Armed Police Response and Plan**

- Remember armed police will not know if you are one of the suspects
- They may point their gun at you, treat you firmly and shout instructions
- Follow their instructions, keep your hands in the air and in view
- Avoid quick movements towards officers, screaming and shouting
- Plan and test for such emergencies, consider communication, secure areas
- Implement procedures for concealed weapons upon entry or inside the event