



# RESPONDING TO CRITICAL INCIDENTS

*Guidance on procedures for schools  
and  
Template for a Critical Incident  
Management Plan*

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## ***INTRODUCTION***

The tragedies which occurred in Dunblane and at St George's Roman Catholic Secondary School, where the Headteacher, Philip Lawrence, was killed, underlined for all schools and LAs the need to be prepared for an emergency situation.

The following guidance draws on experience of a variety of incidents and includes a School Emergency Plan. Derbyshire County Council has its own Emergency Plan, which will be activated where necessary and operate alongside that of the school.

## ***WHAT IS A CRITICAL INCIDENT?***

A Critical Incident is defined as an emergency affecting pupils, personnel or property, requiring immediate responsive action beyond that which could be reasonably expected from the school's own management team during the day to day running of the school. It may involve:

- the death of a child, staff member or governor
- a serious accident involving children and/or school personnel on or off the premises
- a violent intrusion onto school premises (e.g. an armed intruder or a bomb alert)
- extensive damage to school premises
- school fire, flood or explosion
- the effects of disasters in the wider community
- incidents on educational visits
- epidemics
- the release of hazardous substances near or on the school site

Everyone in a local school community is likely to be affected in large or small measure by any one or combination of the above incidents. Thinking through what you might need to do in such circumstances and having helpful information in an accessible place could make all the difference in successfully managing the situation.

Schools may be close to a major chemical or industrial site for which specific arrangements are in place. Such schools are aware of the actions they must take in the event of an incident. General advice in such cases is to keep or take children indoors and to listen to the local radio for police broadcasts on information. The County Council's Emergency Planning Division will contact the school as soon as they are informed by the police of an incident. Schools within the vicinity of such major sites should ensure that their Critical Incident Management Plan covers specific action to be taken in such incidents. The companies themselves will normally provide an action sheet for schools. If you do not have one, contact the firm concerned.

There may also be specific hazards which pose a particular risk to your school, such as proximity to river, or bypass. You should make an assessment of any specific risks affecting your school and plan how you would deal with an incident arising from them.

Your plan should cover procedures for an incident occurring in school time and out of school hours, weekends and during school holidays.

## ***PLANNING PROCESS***

It is important to involve staff in the planning process, to ensure that they support the plan and are able to implement it in the event of an emergency. Schools should identify staff that are prepared to take on key roles in an emergency and should nominate one member of staff to take responsibility for updating and reviewing the plan once it is in place.

The principles below apply to managing a wide range of incidents:

- design the plan to suit your establishment
- it should be simple and straightforward to implement
- it should be known by all those having identified responsibilities within it
- it should be regularly reviewed and critical information updated
- it should be held in a duplicate copy off-site in the event of fire/flood etc

Managing people in the aftermath of a critical incident relies heavily on good information and having thought through the practical consequences of the range of interested parties and how they can be helped.

## ***ROLES OF INDIVIDUALS***

It is important that individuals understand their role within the Critical Incident Management Plan. There are a number of specific responsibilities, which need to be identified and assigned to individuals. Individual responsibilities include:

- Person to take charge of the Critical Incident Management Team
- Welfare
- Communications
- Media
- Resources

The attached plan template includes suggested roles and responsibilities. The allocation of these will vary from school to school. In a large secondary school it may be possible for a number of individuals to undertake these roles. Within a small primary school, many of them will fall to the Headteacher. It is important that provisional allocations of responsibilities are made, but these may need to be reviewed in the light of staff absence for a variety of reasons, or according to the timing of the incident.

## **INFORMATION GATHERING**

Up-to-date records on personnel/pupils/students and the premises will be essential in hard copy and electronic form. A second copy of these and the Critical Incident Management Plan should always be kept off the premises by the Headteacher and/or named nominee in order that vital information is not lost in the event of fire/flood/explosion. It would be particularly important for this list to be kept off the premises with any other important telephone numbers added in case a critical incident occurs out of school hours.

Record all actions using a standard incident log, since information may be required a long way into the future should there be a legal case to pursue. Maintain your own records of events as well as keeping file copies of other service notes of the progress of action. Immediate witness accounts should be kept securely for police evidence, if required.

## **BASE FOR CRITICAL INCIDENT MANAGEMENT TEAM**

It will be important to identify a base from which the Critical Incident Management Team could operate. Whilst many schools will not have space to dedicate to the establishment of an emergency base, it would be valuable to identify the place in school which would be used for this purpose, if required, and ensure that all key equipment and information sources are there. This may be the Headteacher's office, but it would be helpful to identify, if possible, a second location on site if the first location is not usable for any reason.

Schools should also consider having a reserve off-site location as the base for the Team. This may be a neighbouring school or other Local Authority premises or facilities such as the Village Hall, which could be used with prior agreement. Whilst such a location is not essential, it is desirable and may be particularly helpful in the case of a major incident on the school site itself. The County Council's Emergency Planning Division can arrange temporary accommodation, if needed, during an emergency.

## **COMMUNICATIONS**

There is great value in establishing a telephone tree. This is a simple cascade mechanism for getting each person on the staff/governing body to phone an agreed number of colleagues with the key facts of the situations. These lists need regular review and updating for changed personnel and changed telephone numbers.

As part of the plan, it would be useful to have details of:

- Pupils/staff emergency contacts
- LEA emergency contact numbers
- Governors contact details
- Phone numbers for bus/coach companies
- Emergency supply/support details, eg regular supply teachers, other relief staff, telephone numbers of other local schools
- Pupil/staff movement data, eg timetables, morning/afternoon registration data, etc

Mobile phones can be invaluable in enabling phone lines known to the public to be used for incoming calls, whilst the mobile can be dedicated to outgoing calls. Neighbours to the school may be able to help in offering emergency access to their telephones for outgoing calls. The County Council Emergency Planning Officer can arrange additional communication facilities where needed.

## ***Internal Communications***

It is important to establish mechanisms for informing staff of developments. This could be through morning briefings. It is also important to debrief all staff involved at the end of each working day/shift. Ensure that information is recorded and shared. Particular issues you may wish to consider are:

- How members of staff can be alerted in the first instance without alarming pupils unnecessarily
- ID for Headteacher/Senior Management Team - visitors to site may not be familiar with all senior staff or the layout of the building

## ***MEDIA RELATIONS***

A positive relationship will be helpful in the event of bad news since your contacts will know that you will share information when you have it and be direct in the messages you need to get across. Your immediate call to your contact within the Children and Younger Adults Department at the outset of the critical incident will enable the LA to mobilise the Press Office on your behalf. They will be able to handle much of the press interest to leave you free to manage the situation; however, there may be occasions where a media interview may be required. Detailed advice and support is available from the Press Office, but below are key things to consider:

- agree all press statements with the County Press Office
- ensure that all information to the media comes through a single reliable source, keeping the Press Office briefed at all times
- demonstrate control and reassure in a factual way that everything is being done to control the situation and minimise its consequences
- set minds at rest where possible and counter dangerous rumours. In an interview, present as caring, responsible and competent
- provide as much information as reasonable; better the truth is published than rumour/ gossip from a third party
- agree timing of press releases to avoid continuous pressure. In certain situations it may be helpful to set up a dedicated media response room

You may find it helpful to prepare some basic information about the school which could be used in the event of a major incident. A suggested format with brief information is attached within the plan template. It may be helpful to include details of security systems and procedures in place in school.

## ***EVACUATION AND SHELTER PROCEDURES***

This is one of the most important sections of the plan as it outlines the initial actions that should be taken to safeguard pupils and staff, both from internal and external

hazards. All staff must be aware of these procedures, as warning signals may need to be triggered immediately, before advising others of the threat.

Your evacuation plans should include information about what route to take and what assembly point to use in the case of a bomb threat, as these may need to be different from those used for other types of incident (eg fire). If school gates are locked, then unlocking these to allow access by the emergency services should form part of your procedures.

It is equally important to have pre-planned arrangements for signalling the need for sheltering (keeping pupils indoors and close doors and windows) in the event of an external hazard, and signalling lockdown of the school in the event of an intruder.

## ***EMERGENCIES DURING EDUCATIONAL VISITS***

Advice for dealing with emergencies on educational visits is provided in the Educational Trips Policy and Guidance published in January 2009 which is available on the Derbyshire Schools Net in the Educational Visits area of Health and Safety section.

The following documentation is required for all visits to be approved, which should be completed on EVOLVE On-Line Visit Form (with relevant attachments):

- A visit itinerary/programme
- Appropriate Risk Assessments
- Supervising Adults Confirmation Sheet
- Emergency contact details of all participants
- Parental Consent Forms

The group leader should carry a copy of the Emergencies during Educational Visits section from the school emergency plan.

- When any group is on an educational visit, the headteacher (or a deputy or senior teacher if the head is on the visit or unavailable) should provide an emergency contact for the group (this needs to be available after hours for evening activities and 24 hours for residential visits)
- The school contact must have, readily available, written details of the visit, including a list of all involved, contact arrangements with the group, and day and night contact details for parents and staff next-of-kin. On residential or after-hours visits, the headteacher or school contact should take this information home
- Make sure that arrangements will work after hours, at weekends and during the school holidays if visits are taking place at these times.

## ***POST INCIDENT CARE AND SUPPORT***

### ***Staff***

Anxiety and the urgent pressure of events may produce stress amongst staff. The Critical Incident Management Team needs to think about how to support individuals in the aftermath of the events.

## ***Students***

Those more likely to be affected are those whose lives were most at risk during the incident; those who witnessed death and carnage; and those who have unstable family relationships. The Children and Younger Adults Department can assist through the County Education Psychology Service which provides Critical Incident Stress Debriefing. This is available by agreement with the County Co-ordinator who will consult with the Department's own Critical Incident Management Team on the involvement of the Service.

## ***Parents and Other Visitors***

When parents hear of a problem, they will naturally come to the school for information. You may need to identify a space where parents/carers can be seen in groups or on an individual basis where tragic news can be shared in a considerate way. A staff member or trusted adult from the school community may need to be on hand to receive visitors and deal sensitively with their enquiries.

## ***LOG KEEPING***

Any emergency affecting a school may afterwards become the subject of a detailed inquiry. It is important that accurate written records are kept, and that no piece of information about either the planning or the response to the incident is lost. Records may also be in the form of a recording made via a CCTV camera, a telephone or on an answer machine. The records should be retained after the incident for future reference.

Each member of staff involved in dealing with the emergency should log decisions made, telephone calls made and received and tasks carried out. In an emergency, things happen very quickly and it is unlikely that you will remember all the people you have spoken to and actions you have taken unless you write everything down.

Appendix 9 outlines what the legal profession considers to be best practice in log keeping - this may be something to aspire to, but at the very least making sure that all information and decisions are recorded in a hardback notebook would be essential in the event of any inquiry relating to the incident.

## ***STAND-DOWN***

The Critical Incident Management Team may need to continue to function for some time after the incident in order to consider a number of issues. These may be:

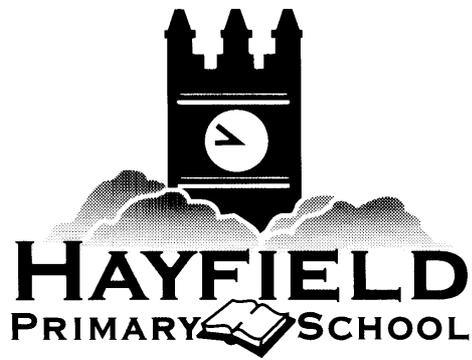
- When and how to re-open the school
- How to deal with continued interest from the media
- The provision of information to parents and the public
- Support for the families of those hurt or bereaved
- Attendance at funerals
- The organisation of memorial services
- Particular thought needs to be given to the sending of cards and flowers
- Investigations are likely to be undertaken by various bodies such as the police and insurance companies

## ***RECOVERY***

When the emergency services have left the school, or in the case of an incident on a school trip, when pupils and staff have returned home and media interest has subsided, the school can begin the recovery process.

Headteachers should work with the local authority to develop a recovery plan for the school. A range of support will continue to be available from the local authority.

There may be formal inquiries or even police investigations into the incident, which may continue for some time, and require the cooperation and support of school staff, pupils and parents.



## **CRITICAL INCIDENT POLICY AND MANAGEMENT PLAN**

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<b>Date of issue</b>	March 2017	<b>Date of next review</b>	March 2018
<b>Person responsible for updating this plan</b>		CLAIRE McKENZIE	
<b>Plan reviewed by governors on:</b>		<b>Signed by Chair:</b>	

**Copies of this plan are held offsite by members of the Critical Incident Management Team (CIMT).**

<b>NAME</b>	<b>DESIGNATION</b>
CLAIRE McKENZIE	HEADTEACHER
SARAH-JAYNE KENYON	DEPUTY HEADTEACHER
JANE CREED	CHAIR OF GOVERNORS
JUNE PROCTOR	SECRETARY
JULIE HALLAM	SECRETARY
ANGELA LONSDALE	CARETAKER

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## ***INTRODUCTION***

This plan has been prepared and agreed by the staff and Governors of Hayfield Primary School to assist in dealing with an emergency situation that affects the school community.

At Hayfield, the health and safety of our pupils is of paramount importance, and we have statutory policies and procedures in place to ensure our pupils are always kept safe and secure. However, very occasionally, a critical incident such as fire, flood, explosion, fatal accident, violent action or contagious illness can occur at school. This plan has been produced to deal with such incidents, should they occur in the future at our school.

Whilst no amount of planning can totally prevent accidents or pre-empt critical incidents, it is our aim to minimize the likelihood of dangerous incidents in school and, by taking precautionary measures, reduce the effects should such incidents occur.

The plan provides generic guides to actions that should be considered by the headteacher, her nominee, and the critical incident management team (CIMT) in case of an emergency in school or the local community, or on an educational visit.

The plan covers procedures for an incident occurring in school time and out of school hours, weekends and during school holidays.

This plan should be read in conjunction with:

- Health & Safety Policy
- Safeguarding Children & Child Protection Policy
- Behaviour & Discipline Policy
- Policy on Physical Intervention
- Emergency School Closure Policy
- Fire & Emergency Evacuation Procedures

### ***The aims of this plan are to:***

- To minimise educational and administrative disruption within school
- To maintain a duty of care, keeping people as safe as possible and providing support in coping with the after effects of critical incidents
- To enable normal working to be resumed in the shortest possible time

### ***What is a critical incident?***

A critical incident is defined as an emergency affecting pupils, personnel or property, requiring immediate responsive action beyond that which could be reasonably expected from the school's own management team during the day to day running of the school. It may involve:

- the death of a child, staff member or governor
- a serious accident involving children and/or school personnel on or off the premises

- a violent intrusion onto school premises (eg an armed intruder or a bomb alert)
- extensive damage to school premises
- school fire, flood or explosion
- the effects of disasters in the wider community
- incidents on educational visits
- epidemics
- the release of hazardous substances near or on the school site
- a crisis which might affect the public reputation of the school

### **In the event of such an incident the CIMT must ensure:**

- that the health and safety of pupils, staff and anyone else involved is the top priority;
- that this policy is followed as closely as possible;
- that designated personnel understand their responsibilities and are competent to carry them out;
- that other people do not take unilateral actions;
- that consideration and sensitivity is shown by all;
- that pupils, staff and parents are protected from press intrusion;
- that normal business be resumed as soon as possible;
- there is a realisation that total recovery may take a long time.

The Critical Incident Recovery Team (CIMT) 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. If the incident involves legal action, a precise response to the incident should be known and is able to be verified by more than one person.

### **All members of the CIMT must:**

- have a copy of the Critical Incident Policy and Plan at home and at school;
- be aware of the roles of each part of the plan to enable the school to react swiftly and accordingly;
- have contact numbers of each other for 24 hour contact and in the event of a school trip /visit, have access to a list of names for staff and pupils.

### **Important action points**

- The plan and its content must be reviewed at least once each year
- It must be kept up-to-date regarding personnel
- Ensure staff know their roles
- Keep the school's contact list near to the phone in case it becomes necessary to activate the plan
- Send a copy of the plan to the Children and Younger Adults Department for reference centrally

## **Base for Critical Incident Management Team**

The base for the CIMT will be the Headteacher's office where it is still possible to use this. The reserve on-site location will be the PPA Room. In cases where it is not possible to use the school premises as a base, the CIMT will need to make use of nearby premises in the village. If, at the time of the incident, suitable premises cannot be found, contact should be made with the County Council's Emergency Planning Division who can arrange temporary accommodation.

## **ACTIVATION**

Information about an incident may come from a staff member, pupil, parent, the emergency services or the local authority. Whoever receives the alert should ask for, and record, as much information as possible:

<b>Name of the person informing of the incident</b>	
<b>Details of the incident</b>	
<b>Who else has been informed (eg emergency services etc)</b>	
<b>Exact location of the incident</b>	
<b>Details of any casualties</b>	
<b>Any action taken so far</b>	
<b>Name of contact at the scene</b>	
<b>Number of contact at the scene</b>	
<b>What assistance is needed</b>	

**Immediately inform the Headteacher or Nominee**

***Responsibilities/Checklist of Initial Action by Headteacher (or Deputy Headteacher in her absence)***

**RESPONSIBILITIES**

- take charge of events
- draw up an action plan for the specific incident
- delegate responsibilities and give task sheets to the chosen person
- consult with the police and the person responsible for liaison with the media about the release of information to students, staff, parents, general enquiries and the media
- establish a crisis team meeting place, close to the incident control point

<b>Action to be taken</b>	<b>✓ when complete</b>
Ascertain details of incident	
Take immediate action to safeguard pupils and staff where necessary	
Alert relevant emergency services (Police, Fire, Ambulance) via 999 system  Be prepared to give the following information:  <ul style="list-style-type: none"> <li>• Emergency Service(s) required</li> <li>• Exact location of the incident</li> <li>• Number of casualties</li> <li>• Nature of injuries</li> <li>• Location and telephone number where call is being made from</li> <li>• Hazards which may be encountered by the Emergency Services at the site</li> </ul>	
Log all communications and actions	
Notify:  Derbyshire Emergency Planning Division  Office hours: 01629 538364 Out of office hours: 01629 533085 (ex-directory) Ask for the Emergency Planning Manager (Liz Partington, direct line: 01629 536624)  THESE NUMBERS SHOULD ONLY BE USED IN AN EMERGENCY - DO NOT GIVE THEM TO THE PRESS, PARENTS OR PUBLIC THE EMERGENCY PLANNING DIVISION CAN PROVIDE RESOURCES TO ASSIST DURING EMERGENCIES	
Assemble a critical incident management team from pre-identified staff	
Refer to the list of emergency contact numbers in Appendix 1 for additional support if required	
Where possible, avoid closing the school and try to maintain normal routines	

## **IMPLEMENTATION**

### **Headteacher or Deputy Headteacher**

<b>Action to be taken</b>	<b>✓ when complete</b>
Ensure that accurate, factual information is available for those arriving at the scene	
Liaise with the local authority, police, fire and ambulance services, and other agencies, e.g. Educational Psychology Service, who may become involved	
Act as the main contact to co-ordinate the response	
Inform the chair of governors	
Inform all staff, and parents of injured pupils	
Decide how to inform other parents of injured pupils	
Ensure all staff maintain a log of actions and decisions	
Allocate tasks to members of the CIMT as appropriate	
Provide regular briefings for staff	
Continue to liaise with the local authority and the emergency services	
Try to maintain normal routines as far as possible	
Inform staff involved to prepare a written report of their involvement, noting events and times	
Inform the CAYA health and safety officer who will advise on reporting procedures, and inform trade unions if necessary	
In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours	
Continue to allocate tasks to members of the CIMT as appropriate	

### **Welfare**

<b>Action to be taken</b>	<b>✓ when complete</b>
Secure the immediate safety of pupils and staff - this may include evacuation or keeping pupils and staff inside the building (sheltering)	
Establish the location of all pupils, staff, and visitors using timetables, registers and the visitor's book, and make a list of those unaccounted for	

Establish a staff rota and ensure that staff take regular rest periods	
Identify those pupils and/or staff who are badly affected, and who need extra support	
Make arrangements for reuniting pupils with their parents	
Take account of religious and cultural factors, and consider contact with leaders of local faith communities	
Inform the Educational Psychology Service, if appropriate, for support	

## **Communications**

<b>Action to be taken</b>	<b>✓ when complete</b>
Consider emergency communications needs	
Liaise with Derbyshire Emergency Planning Division and take their advice	
Dedicate lines for incoming and outgoing calls and arrange extra support for reception.  Line to be used for incoming calls only: school line (01663 742357)  Line to be used for outgoing calls only: kitchen line (01663 747485)	
Arrange for the staffing of switchboard/telephone	
Inform pupils, in groups as small as practicable, considering the best way to impart tragic news (advice is available from the Educational Psychology Service – see Appendix 12, page 32)	
Inform parents of children not directly involved in the incident, as decided by the headteacher or nominee - use any existing arrangements for contacting parents quickly and efficiently	
Receive visitors to the school, ensuring they sign in and out and are issued with identification badges	
Ensure that staff are fully briefed on facts and are aware of what information can be released	

## **Media**

<b>Action to be taken</b>	<b>✓ when complete</b>
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Ensure that any media access to the site, staff and pupils is controlled In a major emergency, the police will deal with the press and prevent access to the school	
Liaise with and co-operate with the media and to answer their queries, as appropriate	
Liaise with the public relations division to prepare a press statement, to be agreed by the headteacher and director of CAYA, and to decide the ongoing strategy for dealing with the press	
Be aware of the potential problems caused by the spread of misinformation through pupil and/or staff use of mobile phones	
Provide basic information about the school (see Appendix 2)	
Be prepared to be interviewed by the press if necessary and agreed	
Liaise between the press and those affected about interviews - seeking permission from parents/guardians of any students involved in interviews. Any students involved in interviews should be supported	

### ***Advice for Official Spokesperson(s)***

- ✘ DO NOT speculate - your interpretation or understanding can and probably will be exaggerated or quoted as hard fact
- ✘ DO NOT give any fact unless you are certain it is correct
- ✘ DO NOT say "NO COMMENT" - it can be taken as a negative answer which could be inaccurate and lead to difficulties later
- ✘ DO NOT be afraid to say "I DO NOT KNOW"
- ✓ DO have the confidence in yourself and your command of the situation to take a positive attitude towards the media
- ✓ DO inform the Press Officers of any development which may assist them and of any journalist you suspect of acting inappropriately.
- ✓ If you know that everyone is safe and well, or those parents of injured children have been told - say so as soon as possible - it stops other panicking.

**NB: PUPILS SHOULD NOT TALK TO THE MEDIA UNLESS ARRANGED BY STAFF/PARENTS AND THEN ONLY WITH WRITTEN PERMISSION FROM PARENTS/GUARDIANS**

## Resources

Action to be taken	✓ when complete
Ensure access to site for emergency services	
Open/close parts of school as required, and turn off water, gas and electricity supplies if necessary	
Ensure the security of the school premises	
Establish a safe and secure base for the CIMT	
Check that all available communications and office equipment are working (phones, fax, copiers), in: <ul style="list-style-type: none"> <li>• School Office</li> <li>• CIMT Base</li> <li>• CIMT Alternative Base</li> </ul>	
Arrange a place to receive parents and children involved	
If necessary, evacuate the building in accordance with the School Fire Procedures	
Ensure that parents do not take students away, unless directed to do so	
Consider relocation to other premises	

## All other teaching and non-teaching staff

Action to be taken	✓ when complete
Respond to instructions given by members of the Critical Incident Management Team	
Be ready to respond to any potential hazard in and about the site	
Maintain a calm atmosphere	
Do not speak directly to the media but refer all enquiries to the Headteacher or other person designated as being responsible for contact with the media	

## ***EMERGENCIES DURING EDUCATIONAL VISITS***

The headteacher, or the Deputy Headteacher in her absence, should be immediately informed of any incident by the group leader.

### **Initial Action by Headteacher or Deputy Headteacher**

- Maintain a written record of your actions using this check list and attached log sheet
- Offer reassurance and support.
- Be aware that all involved in the incident, those at the school and you, may be suffering from shock or may panic.
- Find out what has happened. Obtain as clear a picture as you can - who informed you of the incident? (Usually the group leader)
- Remind the group leader to follow the checklist for group leaders on educational visits (see Appendix 7)
- Record the details of the off-site activity/visit during which incident occurred

<b>Location and nature of activity/visit</b>		
<b>Name of person in charge of visit</b>		
<b>Telephone number(s)</b>		
<b>Number of people on the visit</b>	<b>Pupils</b>	
	<b>Teachers</b>	
	<b>Other adults</b>	
<b>Date and time of incident</b>		
<b>Location</b>		

<b>What has happened?</b>			
<b>People affected</b>	<b>Name</b>	<b>Injury</b>	<b>Where they are / will be taken</b>
<b>Emergency Services involved and advice they have given</b>			
<b>Names and locations of hospitals involved</b>			
<b>Arrangements for pupils not directly involved in the incident</b>			
<b>Name of person in charge of your group at the incident</b>			
<b>Telephone Number(s)</b>			

- Depending on the scale of the incident, consider assembling a CIMT to assist with the response

### ***Initial Action List for CIMT***

- Inform school staff as appropriate, depending on the time and scale of the incident
- Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception.

- Immediately inform parents of any injured pupils of what has happened and where their son/daughter is, recording what their plans are, eg to travel to their son/daughter, any assistance they need and any means of communications with them (eg mobile phone number)
- In event of a major incident the police may give advice regarding naming badly injured people or fatalities. You may also need to inform next-of-kin of any staff who have been involved
- Inform parents of any other pupils on the visit but not directly involved in the incident.
- Parents should first hear of the incident from the school (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents/next of kin are informed
- Ensure that staff are fully briefed on facts and are aware of what information can be released
- Inform the Chair of Governors: **Jane Creed**
- Contact the local authority: **Derbyshire Emergency Planning Division**

Office hours: **01629 538364**

Out of office hours: **01629 533085 (ex-dir)**

Ask for the **Duty Emergency Planning Manager (Liz Partington)**

THESE NUMBERS SHOULD ONLY BE USED IN AN EMERGENCY - DO NOT GIVE THEM TO THE PRESS, PARENTS OR PUBLIC

**Support available from the Emergency Planning Division could include:**

- assistance at school or at the site of the incident by local authority officers, and/or others
  - communications support, including public telephone helpline where appropriate
  - help with arranging travel and transport between the incident, parents and the school help with media management, including press statements and interview briefing
  - for an incident occurring in another UK local authority, establishing links with that authority or, for an incident occurring abroad, communication via the Foreign Office, to British Consulate, foreign police, etc
- if necessary, introduce controls on school entrances and telephones
  - at least initially, the school is advised to avoid responding to media enquiries and direct these to the public relations division
  - liaise with the public relations division as early as possible, and work with them to prepare a press statement

- arrange a quiet space to receive parents of the children involved as they arrive at the school

### **Medium term actions/considerations**

- Ensure you contact your local education officer as soon as possible the next working day to inform them of the situation
- If the visit is abroad, and the incident results in substantial medical or other expense, the risk and insurance section at County Hall or any other insurers used should be informed as soon as possible
- Inform pupils and staff at school and their parents. Decide what information you should give. Remember that information given must be limited until the facts are clear and all involved parents/next of kin are informed
- In the event of a tragic incident, consider seeking support from the educational psychology service about the best way to inform pupils and to support them afterwards
- Staff and pupils should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones)
- Inform all staff involved to prepare a written report noting events and times. Inform the CAYA Health and Safety office who will advise on reporting procedures and inform trade unions if necessary.
- In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours. Staff may wish to submit draft reports to trade union legal officers

## ***POST INCIDENT CARE AND SUPPORT***

Post-incident care is aimed at helping individuals to understand their feelings following an emergency and to identify sources of future support. The overall aim of the support is to help people in a way that will reduce the possibility of them developing post-traumatic stress disorder.

It is worth giving some thought to how the topics of loss, bereavement, risks/safety and change are covered in the curriculum. Schools where these topics are discussed openly, and treated as normal life events, are likely to find it easier to cope when a difficult or tragic incident occurs.

Remember to consult with parents following an incident. It is important to communicate with parents of pupils who have been involved, and ensure that their needs and wishes are taken into account.

The Education Psychology Services will provide appropriate care and support to those affected by a major incident in the school community. Dependant on the scale and nature of the incident the Crisis Support Team could be deployed to support the work of the Education Psychology Services.

## ***STAND-DOWN AND RECOVERY***

### ***Recovery Plan Checklist***

#### ***As soon as possible after the emergency:***

- Liaise with parents regarding plans for attendance at funerals
- Liaise with parents regarding plans for attendance/representation at memorial services
- Arrange debriefing meetings for staff and pupils
- Arrange debriefing meetings for the headteacher and CIMT
- Identify and support high-risk pupils and staff
- Promote discussion of the emergency in class
- Consider the need for individual or group support
- Help affected pupils and staff to come back into school
- Initiate a review of the school emergency plan, evaluating the school's response and feeding in any lessons learnt

#### ***In the longer term:***

- Consult and decide on whether and how to mark anniversaries
- The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both pupils and staff who are affected
- Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the school
- Remember to make any new staff aware of which pupils were involved and how they were affected

# APPENDICES

## Guidance from DCC:

### APPENDIX 1 - CONTACTS

This section should include contact details for all members of staff, so that if an emergency happens out of school hours, all staff can be contacted. During school holidays it may be useful to be aware of when key staff are away, so that it is possible to gain access to the building if required in an emergency. Some general external contacts are included, but you will need to add contacts specific to your school (eg school bus company).

It may also be used to outline the system used by the school for contacting parents.

***This section of the plan is likely to need regular update and review, for example at the start of each term.***

### APPENDIX 2 - COMMUNICATIONS

Communications systems are put under enormous pressure in the immediate aftermath of an emergency, but are vital to ensuring a well-managed response. You should:

- Identify any lines not generally known to the public (kitchen phone, mobile phones).
- Be aware that in a power failure, a powered switchboard system may not work (a telephone plugged into the first phone point coming in from the exchange should provide a useable line). The location of this telephone point should be identified in the emergency plan.
- An early decision should be made about how to inform parents (in the case of a fatal incident, the police will normally inform the parents of the child or children involved)

### APPENDIX 3 - BASIC INFORMATION ABOUT THE SCHOOL

You may find it helpful to prepare some basic information about the school which could be used in the event of a major incident.

### APPENDIX 4 - EMERGENCY SCHOOL CLOSURE

The decision to close a school is usually made by the headteacher and governors.

The emergency closure procedure for schools is available on LiD. You should refer to this procedure when producing your plan.

An agreed method of informing parents and other organisations (eg bus companies) of the closure should be included in your communications section.

## **APPENDIX 5 - SPECIFIC HAZARDS AFFECTING SCHOOL SITE**

If there are specific hazards or risks associated with your school, outline any information and special procedures relating to the risks here. This may include:

- the release of hazardous substances near or on the school site (eg Chemical Site)
- nearby streams or rivers that may flood
- hazards within the school (eg chemical stores)
- difficulties relating to the school itself (eg split-site, communications problems).

## **APPENDIX 6 - EVACUATION AND SHELTER PLAN**

This is one of the most important sections of the plan as it outlines the initial actions that should be taken to safeguard pupils and staff, both from internal and external hazards. All staff must be aware of these procedures, as warning signals may need to be triggered immediately, before advising others of the threat.

Your evacuation plans should include information about what route to take and what assembly point to use in the case of a bomb threat, as these may need to be different from those used for other types of incident (eg fire).

It is equally important to have pre-planned arrangements for signalling the need for sheltering (keeping pupils indoors and close doors and windows) in the event of an external hazard, and signalling lockdown of the school in the event of an intruder.

## **APPENDIX 7 - CHECKLIST FOR GROUP LEADERS ON EDUCATIONAL VISIT**

Checklist to be followed by the group leader if an incident occurs on an educational visit.

## **APPENDIX 8 - INFLUENZA PANDEMIC PLAN**

The government has published guidance to assist planning to support learning if schools close for extended periods during a flu pandemic. The guidance is available from the DfE website.

## **APPENDIX 9 - BOMB THREATS AND SUSPECT PACKAGES**

Although bomb threats usually turn out to be hoaxes, they must always be taken seriously. It is important that office staff know what questions to ask if they do take a call from someone claiming to have information about a bomb. The bomb threat prompt card gives questions to ask and immediate actions to take in this situation. Staff should be familiar with this information, and preferably have a copy to hand near the telephone.

Equally important is dealing with suspect packages - in most cases the package turns out to be a hoax or genuine mistake, but it is better to take all appropriate precautions if a suspicious letter or package is received. Any member of staff who may deal with incoming mail in the school should be aware of the guidance.

## **APPENDIX 10 - LOG KEEPING**

Any emergency affecting a school may afterwards become the subject of a detailed inquiry. It is important that accurate written records are kept, and that no piece of information about either the planning or the response to the incident is lost. Records may also be in the form of a recording made via a CCTV camera, a telephone or on an answer machine. The records should be retained after the incident for future reference.

## **APPENDIX 11- TRAINING AND EXERCISING**

In order to carry out the procedures outlined in your plan, awareness raising and training should be carried out within the school. All staff that has a role in the plan should be aware of the full scope of the plan and their roles and responsibilities. Staff who may not be part of the response to an emergency should still be aware of the content of the plan, particularly the section on evacuation and shelter.

Exercising your plan is equally important, especially emergency procedures such as:

- Fire drill
- Bomb drill (if arrangements differ)
- Shelter drill
- Lockdown drill

## **APPENDIX 12- EDUCATION PSYCHOLOGY SERVICE (EPS)**

The EPS will try to respond promptly when incidents of a critical nature are reported. When alerted to a possible incident, the EPS will assess the nature of the incident, advise on the right level of response, and offer appropriate support to the school. The EPS will try to assist in the process helping the school to recover.

Additionally, help and support will be offered to try to keep the school functioning in an effective way and to identify and help individuals who have been affected by the events.

## **APPENDIX 13- BUSINESS CONTINUITY**

Business continuity planning is the process involved in ensuring that a business or organisation can continue with its critical functions after a disaster or emergency. In the case of schools, one of these functions is to continue pupils' education. You therefore need to think about what is required in order to continue this function and what vital records or data you may need to duplicate or back up.

## **APPENDIX 1 - CONTACTS**

This should be updated in response to changes and reviewed annually

### ***Critical Incident Management Team***

<b>Name</b>	<b>Role</b>	<b>Home telephone</b>	<b>Mobile phone</b>	<b>Keyholder</b>
Claire McKenzie	Headteacher	01298 872374	07712634718	Yes
Sarah-Jayne Kenyon	Deputy Head	01663 742855	07802559199	Yes
Jane Creed	Chair of Governors	01663 744454	07831147450	No
Angela Lonsdale	Caretaker	01663 744139	07890628402	Yes
June Proctor	Secretary	01663 742040	07592033629	Yes
Julie Hallam	Secretary	01663 308412	07725332174	Yes

### ***All other teachers***

<b>Name</b>	<b>Role</b>	<b>Home telephone</b>	<b>Mobile phone</b>	<b>Keyholder</b>
Beryl Horne	Reception teacher	01298 78730	07846586717	No
Linda Barnard	Year 1 teacher	01663 745464	07484886808	No
Sian Pinkerton	Year 1 teacher	01457 866262	07791314980	No
Alex McErlean	Year 2 teacher	0161 900 4061	07786555721	No
Gwen Bowker	Year 2 teacher	0161 440 9925	07515417802	No
Joe Hall	Year 4 teacher	01298 816159	07823335493	No
Karen Grove	Year 5 teacher	0161 449 8604	07709944540	No
Samantha Goddard	Year 5 teacher	01457 861666	07900072370	No
Denise Horton	Year 6 teacher	01663 742284	07899932027	No

### ***Teaching assistants***

<b>Name</b>	<b>Role</b>	<b>Home telephone</b>	<b>Mobile phone</b>	<b>Keyholder</b>
Liz Bennett	Reception TA	01663 747926	07411125088	No

Karen Humphrey	Y1 TA	01663 743080	07842177010	No
Marian Taylor	SENTA	01663 747045	07974927146	No
Kim Insley	Y2 TA	01663 741858	07941029898	Yes
Dave Smith	Y3 TA	01663 743886	07891888488	No
Kate Keeling	Y4 TA/HLTA	01663 733004	07984737376	No
Claire Brooks	Y5 TA/HLTA	01663 743801	07989285090	No
Sue Brooks	Y6 TA	01663 746005	07747868749	No

### *All other staff*

<b>Name</b>	<b>Role</b>	<b>Home telephone</b>	<b>Mobile phone</b>	<b>Keyholder</b>
June Proctor	Secretary	01663 742040	07592033629	Yes
Julie Hallam	Secretary	01663 308412	07725332174	Yes
Dawn Blakemore	Senior MDS	01663 749201 (ex-directory)	07834456581	No
Liz Bennett	MDS	01663 747926	07411125088	No
Janet Parker	MDS/Cleaner	01663 741877 (ex-directory)		No
Deborah Slack	MDS	01663 745083	07970799765	No
Anne Carnally	MDS	01663 747783	07866825383	No
Ben Lonsdale	MDS	01663 744139	07805165138	No
Zoe Middleton/ Kirsty Greaves	MDS		07852592426/	No
Rebecca Burt	MDS	01663 740927	07807229075	No
Janette Hindle	Cleaner	01663 749849	07939507551	No
Tony Moss	Grounds Maintenance	01663 745392	07973867542	No
John Hollinrake	Caretaker	01663 749849	07758719609	Yes

### ***Other site users:***

<b>Name</b>	<b>Home telephone</b>	<b>Mobile phone</b>	<b>Keyholder</b>
Fun Club (Julie Hallam)		07789267074	Yes
Toddler Group		07979187876	No
Hayfield Football Club	01663 741322	07748607349	No

### ***External Contacts***

<b>Organisation</b>	<b>Contact No</b>
Local Education Officer	01629 533500
Local Education Health and Safety	01629 536525
Emergency Planning Division Ask for the Duty Emergency Planning Officer THESE NUMBERS SHOULD ONLY BE USED IN AN EMERGENCY - DO NOT GIVE THEM TO THE PRESS, PARENTS OR PUBLIC	01629 538364 (office hours) 01629 533085 (ex-dir) (Out of hours)
Local Police	0345 123333
Educational Psychology Service	01629 533815
Public Relations Division	
Risk and Insurance Section	
Alarm company	01246 269770
Off-site insurance emergency number	
High Peak Radio	01298 813144
Buxton Advertiser	01298 767080
Glossop Chronicle	01457 852669
School Doctor	01663 747087
School Nurse	01663 747087
Teacher Support Network (trained support and counsellors available 24hrs)	01629 580000

## **APPENDIX 2- COMMUNICATIONS**

- All staff should use the 'In/Out' board and wear ID badges at all times.
- Visitors to the school should sign in the Visitors Book in the school office and wear an ID badge at all times.
- In the event of a critical incident, care must be taken by the CIMT to handle communications appropriately and sensitively. Members of staff must be alerted without alarming pupils unnecessarily.
- In the event of a teacher collapsing/losing consciousness in the classroom and no other adult being present, two children must report incident to the nearest classroom teacher and to the office/Headteacher. Children must be chosen and prepared in advance for this role, and support given following such an incident.
- The emergency services must be contacted immediately, followed by a call to Derbyshire Emergency Planning Division, which can support and advise the school appropriately.
- A map of the site and a plan of the building should be visible in the entrance area or school office for visitors who, in an emergency situation, need to understand the layout of the school.
- The school phone line is bound to be busy following a critical incident. Use this phone for incoming calls and use the kitchen telephone for outgoing calls.
- During school hours, use the 'pink cards' file to contact parents
- There are two ways in which parents can be contacted outside of school opening hours:
  - Teachers 2 Parents text messaging service (accessed from home computer by admin staff). **NEVER** use this system when delivering tragic or sensitive news to a parent. In such an event, a phone call or visit to the parents' home must be made by a member of the CIMT.
  - by using the 'snow list' (a 'telephone tree') of which all teachers have a copy and there is a copy appended to the Emergency Closure Policy.
- The Headteacher's office should be used for anxious or worried parents who have come to school either to make enquiries about what they have heard or to collect/attend their own child. A staff member from the school community may need to be on hand to receive visitors and deal sensitively with their enquiries. In the event of a fatality, the police will inform parents or next of kin.
- Depending on the nature of the incident, other methods of communication will be used, as appropriate to the nature of the critical incident. These will include:
  - Emails
  - Notices on the school website

- Letters
- Notices on the school gate/fence
- Person at the entrance to the school to explain issues
- Local radio

**NB:** It is crucial that all parents working in school at the time of a critical incident are instructed not to phone/text other parents to talk about what has happened. Informing parents must be done by the CIMT to avoid alarm and panic.

### **Internal Communications**

It is important to establish mechanisms for informing staff of developments. This could be through morning briefings. It is also important to debrief all staff involved at the end of each working day/shift. Ensure that information is recorded and shared.

## APPENDIX 3 - BASIC INFORMATION ABOUT THE SCHOOL

<b>Basic information</b>	
Name:	HAYFIELD PRIMARY SCHOOL
Address:	SWALLOW HOUSE LANE HAYFIELD HIGH PEAK DERBYSHIRE SK22 2HB
Telephone:	01663 742357
Age Range:	4-11
Number of pupils:	182
Map of surrounding area:	included in file
Photographs:	included in file
Plan of School:	included in file and in the school office
<b>Details of Senior Staff</b>	
Headteacher:	CLAIRE MCKENZIE
Deputy Headteacher:	SARAH-JAYNE KENYON
<i>Include other senior staff as necessary</i>	BERYL HORNE
<b>Details of Governors</b>	
Chair of Governors:	JANE CREED
Vice Chair of Governors:	PETER SHAW

## **APPENDIX 4 - EMERGENCY SCHOOL CLOSURE**

Detailed guidance on this subject has been issued by the Children and Younger Adult's Department, a copy of which is kept with this plan (Appendix 4 in Critical Incident Management folder).

It is recognised by the school that emergency closing can have a knock on effect with other key services as parents would have to take time off to look after their children. It is also our aim to cause as little disruption as possible to pupils' learning and the general running of the school. Therefore, closing the school is the very last resort and will only happen when there is no option to keep it open, e.g. a serious fire, gas explosion, a bomb alert. The headteacher, or deputy headteacher in her absence, will make this decision and will inform the Chair of Governors and the LA as soon as possible.

## **APPENDIX 5 - SPECIFIC HAZARDS AFFECTING SCHOOL SITE AND HAZARD ASSESSMENT**

### **This section includes:**

- an up-to-date, detailed plan of the school, showing location of cut-off valves and switches for gas, water and electricity, and information on the drainage system
- details of how to reset the fire alarm system
- details of how to reset the security alarm
- alternative access points in case of road closure, and emergency access to the school buildings
- school telephone number, fax number, and details of any additional telephone numbers (including mobiles) that could be used

## **APPENDIX 6 - EVACUATION AND SHELTER PLAN**

- Please see attached copy of evacuation procedures in case of fire, gas leak or bomb explosion, along with an up-to-date plan of the school showing evacuation routes and assembly points (with alternative route in case the emergency affects the main route or assembly point). The fire alarm will sound as a warning signal.
- If shelter rather than evacuation is advised - depending on the nature of the critical incident (assembling in the hall or a designated area of the school may be safer) - stay in classrooms, remaining calm, and close doors and windows.
- Should lockdown of the school be advised, e.g. in case of an intruder, stay inside, lock doors, close and cover windows.
- A 'place of safety' nearby needs to be identified where pupils and staff can be taken if unable to return to the school for some time.

- Ensure that procedures for knowing who is in or out of school are meticulously followed, e.g. registers, visitor books, pupils arriving/leaving during the school day, In/Out board.

## ***APPENDIX 7 - CHECKLIST FOR GROUP LEADERS ON EDUCATIONAL VISIT***

- Ascertain details of incident
- Alert relevant emergency services (Police, Fire, Ambulance, Coastguard) via 999 system
- Call for assistance if available (staff, passers by)
- Administer first aid where possible
- Account for all members of the party and ensure that all persons uninjured stay together
- Allocate staff member(s) to travel to hospital(s) with casualties
- Ascertain if there are any witnesses
- Allocate staff member(s) to stay at incident site to liaise with the emergency services
- Arrange for all non-casualties to return to base (accompanied by a member of staff) and that all members of the group are informed of the incident as soon as possible
- Inform headteacher/member of senior management team (at school) as soon as possible. Give as much of the following information as possible:
  - date, time, location and nature of incident
  - names of those involved
  - details of any injuries.
  - actions taken.
  - contact point to be used
- Consider requesting additional assistance.
- Keep headteacher/member of senior management team regularly updated.
- Consider whether activity should be abandoned. If so, arrange for non-casualties to return to school. Liaise with headteacher/senior management team over transport arrangements.
- Do not discuss legal liability

## **APPENDIX 8 - INFLUENZA PANDEMIC PLAN**

**The Government will advise Derbyshire County Council about whether or not schools should close. If DCC decide our school needs to close, they will contact us and we will follow their guidance.**

### **Guidance from DCC:**

- outline procedures for dealing with a child or member of staff who shows symptoms at school - they should be isolated and sent home as soon as possible
- outline systems to minimise the spread of infection if the school stays open during a pandemic - hand-washing, disposal of tissues etc (annual whole-school assembly on hygiene; ongoing element of PSHE curriculum; posters in the toilets, reminder about basic hygiene to minimise the spread of infection sent in newsletters; government flyers sent home)
- consider how lessons can be maintained if some staff become sick
- consider how non-teaching and teaching staff could be used in other areas if your school is advised to close
- download the model letters from the department for children, schools and families web site and adapt for your own needs, using them as templates
- if you are advised to close your school, you should attempt to provide some form of education by remote methods

### ***Reporting***

If you have a case in school, pupil or staff, we need to know so that it can be included in the daily report to Central Government. Please telephone 01629 538364 to report new cases.

If you need further guidance on any issues on flu please contact Ian Shuttleworth, email [ian.shuttleworth@derbyshire.gov.uk](mailto:ian.shuttleworth@derbyshire.gov.uk) or tel 01629 538360.

If you have any questions about media issues please contact our press office on 01629 538205.

## **APPENDIX 9 - BOMB THREATS AND SUSPECT PACKAGES**

### ***Bomb threat prompt card for reception staff***

<b>Action to be taken</b>	<b>✓ when complete</b>
Stay calm	
Make a note of: <ul style="list-style-type: none"> <li>• the exact time of the call</li> <li>• the caller's sex and approximate age</li> <li>• any accent the person has, or any distinguishing feature about their voice eg speech impediment, state of drunkenness etc</li> <li>• any distinguishable background noise</li> </ul>	
When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller: <ul style="list-style-type: none"> <li>• Where is the bomb?</li> <li>• What time is it due to go off?</li> <li>• What kind of bomb is it?</li> <li>• What does it look like?</li> <li>• What will cause it to explode?</li> <li>• Why are you doing this?</li> </ul>	
Dial 1471 - you may get the details of where the phone call was made from, especially in the case of a hoax caller	
Report the call to the police and the headteacher/named nominee immediately. In the extremely unlikely event that there was a code word with the message, and the location of the bomb was given as a location other than the school, follow the same procedure - report the call immediately to the police, and then notify the headteacher.	

## **DCC Guidance on suspect packages**

The likelihood of a school receiving a postal bomb or suspected biological/chemical package is very low, however, you should be aware of the immediate steps to be taken if you receive a suspect package or come into contact with a biological or chemical substance.

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

- Grease marks or oily stains on the envelope or wrapping
- An unusual odour including but not restricted to almonds, ammonia or marzipan
- Discolouration, crystals on surface or any powder or powder-like residue on the envelope or wrapping (suspect biological/chemical threat)
- Visible wiring or tin foil
- The envelope or package may feel very heavy for its size
- The weight distribution may be uneven
- Delivery by hand from an unknown source or posted from an unusual place
- If a package, it may have excessive wrapping
- There may be poor hand writing, spelling or typing
- It may be wrongly addressed, or come from an unexpected source
- No return address or postmark that does not match return address
- There may be too many stamps for the weight of the package

### ***If you suspect that a letter or a package may contain a bomb:***

- Stay calm
- Put the letter or package down gently and walk away from it
- Do not put the letter or package into anything (including water) and do not put anything on top of it
- Ask everyone to leave the area (including classes if necessary)
- Notify the police and the headteacher/named nominee immediately
- Do not use mobile phones or sound the alarm using the break glass call points

### ***If you suspect that a letter or a package may contain a biological or chemical threat:***

- Stay calm
- Do not touch the package further or move it to another location
- Shut windows and doors in the room and leave the room, but keep yourself separate from others and available for medical examination
- Notify the headteacher/named nominee immediately

### ***The headteacher/deputy headteacher should then:***

- Notify the police immediately on 999
- Ensure that any air conditioning system in the building has been turned off, and that all doors (including internal fire doors) and windows have been closed
- Evacuate the building, keeping people away from the contaminated room as far as possible
- Keep all persons exposed to the material separate from others and available for medical attention

- If anyone is experiencing symptoms of chemical exposure (eg streaming eyes, coughs and irritated skin) seek medical attention immediately

If anyone believes they have been exposed to biological/chemical material, they should be encouraged to:

- remain calm
  - do not touch eyes, nose or any other part of the body
  - wash your hands in ordinary soap where facilities are provided
-

## ***APPENDIX 10 - LOG KEEPING***

### ***How to write the log:***

- Note all relevant facts in chronological order
- Stick to the FACTS - do not include any assumptions (if you are noting down assumptions to show your reasoning for making a decision, make this clear)
- If you make a mistake, cross it out with a single line so that what is underneath is still visible, and initial it
- Do not leave blank spaces - or if you do, rule them out with a line
- Do not overwrite – if you make a mistake, cross it out, initial it and start again
- Do not leave large blank spaces between words or between entries
- Do not use correction fluid
- Unused space after the end of a series of entries should be ruled through, then signed in full, dated and timed
- Avoid approximations and abbreviations



## **APPENDIX 11 - TRAINING AND EXERCISING**

### ***Training record:***

<b>Date</b>	<b>Training</b>	<b>Areas covered</b>	<b>Attendees</b>

### ***Exercise record:***

<b>Date</b>	<b>Brief details of exercise</b>	<b>Actions identified</b>	<b>Outcome of actions</b>	<b>Aspects of plan tested</b>

## **APPENDIX 12 – EDUCATIONAL PSYCHOLOGY SERVICE**

- **Please see ‘Critical Incidents – Information for schools from Derbyshire Educational Psychology Service’ booklet (pdf document), filed electronically under *Policies, Statutory Policies*, in ‘Critical Incident Management Plan’ folder, and in hard copy in Head’s Office in Red file entitled ‘Statutory Policies’.**
- **See information for parents on how to help their child(ren) following the event of a critical incident at school held in same files, as above.**
- **See information for teachers on how to help children following the event of a critical incident below**

### **Suggestions to help Children Cope with a Critical Incident**

#### **Information Sheet: for teachers**

Whenever a tragedy occurs, children, like many people, may be confused or frightened. Most likely they will look to adults for information and guidance on how to react. School personnel can help children cope first and foremost by establishing a sense of safety and security. As more information becomes available, adults can continue to help children work through their emotions and perhaps even use the process as a learning experience.

#### **Immediately following a Critical Incident all adults should:**

**Model calm and control.** Children take their emotional cues from the significant adults in their lives. Avoid appearing anxious or frightened.

**Reassure children that they are safe** and (if true) so are the other important adults in their lives. Depending on the situation, point out factors that help ensure their immediate safety and that of their community.

**Remind them that trustworthy people are in charge.**

#### **As time passes, it is important to:**

**Let children know that it is okay to feel upset.** Explain that all feelings are okay when a tragedy like this occurs. Let children talk about their feelings and help put them into perspective. Children may need help and patience from adults to assist them in expressing these feelings appropriately.

**Observe children’s emotional state.** Depending on their age, children may not express their concerns verbally. Changes in behaviour, appetite, and sleep patterns can also indicate a child’s level of grief, anxiety or discomfort. Children will express their emotions differently. There is no right or wrong way to feel or express grief.

**Look for children at greater risk.** Children who have had a past traumatic experience or personal loss, suffer from depression or other mental illness, or with special needs may be at greater risk of severe reactions than others. Be particularly observant for those who may be

at risk of self harm or suicide. Seek the help of a mental health professional if you are at all concerned.

**Tell children the truth.** Don't try to pretend the event has not occurred or that it is not serious. Children will be more worried if they think you are too afraid to tell them what is happening.

**Stick to the facts.** Don't embellish or speculate about what has happened and what might happen. Don't dwell on the scale or scope of the tragedy, particularly with young children.

**Keep your explanations developmentally appropriate.** Younger children need brief, simple information that should be balanced with reassurances that the daily structures of their lives will not change. Older children will be more vocal in asking questions about whether they truly are safe and what is being done at their school. They may need assistance separating reality from fantasy. Teenagers may have strong and varying opinions. For all children, encourage them to verbalise their thoughts and feelings. Be a good listener!

**Monitor your own stress level.** Don't ignore your own feelings of anxiety, grief, and anger. Talking to friends, colleagues, family members, religious leaders, and mental health counsellors can help. It is okay to let your pupils know that you are sad, but that you believe things will get better. You will be better able to support your pupils if you can express your own emotions in a productive manner. Get appropriate sleep, nutrition, and exercise.

**Focus on your pupils' responses over the week following the tragedy.** Try to help them understand what has happened, keeping in mind their developmental level.

**Make time to talk.** Remember if you do not talk to your pupils about this incident someone else will. Take some time and determine what you wish to say.

**Be available.** Your physical presence will reassure your pupils and will give you the opportunity to monitor their reactions. Younger children might want physical contact.

**Maintain a typical routine in the classroom *but don't be inflexible*.** Your pupils may have a hard time concentrating on schoolwork.

**Consider thinking hopeful thoughts for the victims, survivors and their families.** It may be a good time to write a poem, write a letter, complete craft activities or draw a picture to help the children express their feelings and feel that they are somehow supporting the victims, survivors, and their families.

## **APPENDIX 13 - BUSINESS CONTINUITY**

Business continuity planning is the process involved in ensuring that a business or organisation can continue with its critical functions after a disaster or emergency. In the case of schools, one of these functions is to continue pupils' education. You therefore need to think about what is required in order to continue this function and what vital records or data you may need to duplicate or back up.

Statistically the emergency most likely to be experienced by a school is one that affects the school building, such as a fire or flood. Having an inventory of the contents of the school is invaluable in calculating losses for insurance claims. This section is split into three tables which should be completed for the school.

**Equipment** - this doesn't need to include every single item in the school, as numbers of desks and chairs are easy to calculate, but IT, electrical equipment and any other specialist, large, one-off or expensive items.

**IT data and systems** - all important data stored on school computers should be backed up either remotely, or using tapes which should be stored off site. The table allows the recording of essential data sets and IT systems and where they are backed up.

**Paper based records** - schools will have at least some essential paper based records, which could be easily damaged or destroyed in a fire or flood. These should be listed in the table along with the locations of back up copies, which should be stored off site - this should include your emergency plan.

It is also worth encouraging staff to think about where they keep lesson plans and pupils' coursework, as loss of these could have a large psychological impact on staff and pupils.