



# Tibshelf Community School

## Critical Incident Policy

<b>Policy Status</b>	<b>Date</b>	<b>CHAIR OF COMMITTEE</b>	<b>Minute No:</b>
Approved	14/1/2015	B Chittenden	P&F/15/09
P&F	15 April 2015	B Chittenden	P&F/15/19
Ratified by Full Governors	29/04/2015	Shaun Byrne	GB/15/22
Approved by PP+F	27/04/2016	Mick Allen	PP+F/05/04.16
Approved by PP+F	03/05/2017	Mick Allen	PP+F0517-32

Review Period: 1 Year



## ***Section 1 Critical Incident Procedures***

	<b><i>Page</i></b>
<b>INTRODUCTION</b>	<b>1-1</b>
<b>WHAT IS A CRITICAL INCIDENT?</b>	<b>1-1</b>
<b>PLANNING PROCESS</b>	<b>1-2</b>
<b>ROLES OF INDIVIDUALS</b>	<b>1-2</b>
<b>INFORMATION GATHERING</b>	<b>1-3</b>
<b>BASE FOR CRITICAL INCIDENT MANAGEMENT TEAM</b>	<b>1-3</b>
<b>COMMUNICATIONS</b>	<b>1-3</b>
Internal Communications	1-4
<b>MEDIA RELATIONS</b>	<b>1-4</b>
<b>EVACUATION AND SHELTER PROCEDURES</b>	<b>1-4</b>
<b>EMERGENCIES DURING EDUCATIONAL VISITS</b>	<b>1-5</b>
<b>POST INCIDENT CARE AND SUPPORT</b>	<b>1-5</b>
Staff	1-5
Students	1-6
Parents and Other Visitors	1-6
<b>LOG KEEPING</b>	<b>1-6</b>
<b>STAND-DOWN</b>	<b>1-6</b>
<b>RECOVERY</b>	<b>1-7</b>

## **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 template for a School Emergency Plan. Schools will need to adapt this to suit their own particular circumstances. 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 students, 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

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 major road. 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 (particular care should be taken if your establishment has residential accommodation)
- 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/students/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 Deputy Headteacher 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:

- Students/staff emergency contacts
- LA 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
- Student/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 students 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 students 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 students 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 Extranet 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 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 students 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, students and parents.

## **CONTENTS**

	<b>Page</b>
<b>INTRODUCTION</b>	<b>2-1</b>
Important Action Points	2-1
<b>ACTIVATION</b>	<b>2-2</b>
Responsibilities/Checklist of Initial Action by Headteacher or Nominee	2-3
Critical Incident Management Team (CIMT)	2-4
<b>IMPLEMENTATION</b>	<b>2-5</b>
Headteacher or Nominee	2-5
Welfare	2-6
Communications	2-7
Media	2-8
Resources	2-9
All other teaching and non-teaching staff	2-10
<b>EMERGENCIES ON EDUCATIONAL VISITS</b>	<b>2-11</b>
Initial Action by Headteacher or Nominee	2-11
Initial Action List for CIMT	2-13
Medium Term Actions/Considerations	2-14
<b>POST INCIDENT CARE AND SUPPORT</b>	<b>2-15</b>
<b>STAND-DOWN AND RECOVERY</b>	<b>2-16</b>
<b>APPENDICES</b>	<b>2-17</b>
Appendix 1 – Contacts	2-20
Appendix 2 – Communications	2-22
Appendix 3 - Basic Information about the School	2-24
Appendix 4 - Emergency School Closure	2-26
Appendix 5 - Specific Hazards Affecting School Site	2-27
Appendix 6 - Evacuation and Shelter Plan	2-28
Appendix 7 - Checklist for Group Leaders on Educational Visit	2-29
Appendix 8 - Influenza Pandemic Plan	2-30
Appendix 9 - Bomb Threats and Suspect Packages	2-33
Appendix 10 - Other Services Using the School Site	2-34
Appendix 11 - Log Keeping	2-36
Appendix 12 - Training and Exercising	2-37
Appendix 13 - Business Continuity	

## ***INTRODUCTION***

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

This plan relates to an event which may involve:

- the safety of children and/or staff
- the school premises
- a serious accident involving children and/or school personnel on or off the premises
- the death of a child, staff member or governor
- a violent intrusion onto school premises (eg an armed intruder or a bomb alert)
- extensive damage to school premises
- the release of hazardous substances near or on the school site
- a crisis which might affect the public reputation of the school

It also considers where the headteacher believes that the school will benefit from receiving additional support or, where the community in which the school is based is affected by an emergency.

The school emergency plan aims to:

- provide support to all children and staff affected by an incident
- maintain the normal running of any parts of the school not affected
- return the whole school to normal as soon as possible

The plan provides generic guides to actions that should be considered by the headteacher, his/her nominated deputy, 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.

### ***Important Action Points***

- Review the plan and its content at least once each year
- Keep the plan 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

## ***ACTIVATION***

Information about an incident may come from a staff member, student, 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 Deputy/nominee**

***Responsibilities/Checklist of Initial Action by Headteacher or Nominee***

**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 students 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-dir) 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  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	

### ***Critical Incident Management Team (CIMT)***

The CIMT will comprise:

- Headteacher – Mr Mike Pollard
- Deputy Headteachers – Mr Martin Lloyd & Mr Pete Kenworthy
- Assistant Headteachers – Mr Brian Fischer & Mrs Ali Whittaker
- Business Director – Mrs Louise Crowder
- Chair of Governors (where contactable/available) – Mr Shaun Byrne

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

The base for the CIMT will be the Assistant Heads' office where it is still possible to use this. The reserve on-site location will be the Board Room. In cases where it is not possible to use the school premises as a base, the CIMT will make use of a room at Tibshelf Infant School, High Street, Tibshelf (Telephone 01773 872571).

NB: (In schools where it is not possible to designate a base for the CIMT, contact should be made with the County Council's Emergency Planning Division who can arrange temporary accommodation, where necessary).

## **IMPLEMENTATION**

### **Headteacher or Nominee**

<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 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 students	
Decide how to inform other parents of injured students	
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 students and staff - this may include evacuation or keeping students and staff inside the building (sheltering)	
Establish the location of all students, 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 students and/or staff who are badly affected, and who need extra support	
Make arrangements for reuniting students with their parents	
Take account of religious and cultural factors, and consider contact with leaders of local faith communities	

### ***Communications***

<b>Action to be taken</b>	<b>✓ when complete</b>
Consider emergency communications needs	
Dedicate lines for incoming and outgoing calls and arrange extra support for reception.  Line to be used for incoming calls only:  Line to be used for outgoing calls only:	
Arrange for the staffing of switchboard/telephone	
Inform students, in groups as small as practicable, considering the best way to impart tragic news (advice is available from the educational psychology service)	
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>
Ensure that any media access to the site, staff and students 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 student 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: STUDENTS 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***

<b>Action to be taken</b>	<b>✓ when complete</b>
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 his/her pre-agreed nominee should be immediately informed of any incident by the group leader.

***Initial Action by Headteacher or Nominee***

- 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 )
- 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>Students</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 students 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 students 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 students 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
- 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 Officer

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 students 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 students and to support them afterwards
- Staff and students 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 students 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 students
- Arrange debriefing meetings for the headteacher and CIMT
- Identify and support high-risk students and staff
- Promote discussion of the emergency in class
- Consider the need for individual or group support
- Help affected students 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 students 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 students were involved and how they were affected

## APPENDICES

### APPENDIX 1 – CONTACTS

Staff list held in school by SLT.

### 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

Name:	Tibshelf Community School
Address:	Doe Hill Lane Tibshelf Derbyshire
Telephone:	01773 872391
Fax:	01773 590386
Website:	<a href="http://www.tibshelf.derbyshire.sch.uk">www.tibshelf.derbyshire.sch.uk</a>
Email:	<a href="mailto:enquiries@tibshelf.derbyshire.sch.uk">enquiries@tibshelf.derbyshire.sch.uk</a>
Twitter:	@tibshelschool
Age Range:	11 – 16 years
Number on Roll:	803

### 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 the Extranet. 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 students 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 students 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 Department for Children, Schools and Families (DCSF) has published guidance to assist planning to support learning if schools close for extended periods during a flu pandemic. The guidance is available from teachernet.

## **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 - OTHER SERVICES USING THE SCHOOL SITE**

Use this section to record any separate emergency procedures for other services using the site (eg play schemes, after-school clubs etc) or any additional arrangements relating to extended services at the school.

## APPENDIX 11 - 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 12 - 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 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 students' 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

### *School Staff Identified for Incident Response*

Name	Status	Home telephone	Mobile phone	Keyholder
Mike Pollard	Headteacher	Available from School	Available from School	Y
Pete Kenworthy	Deputy Headteacher	Available from School	Available from School	N
Martin Lloyd	Deputy Headteacher	Available from School	Available from School	N
Craig Selby	Premises Manager	Available from School	Available from School	Y

### **Other School Contacts**

<b>Name</b>	<b>Status</b>	<b>Home telephone</b>	<b>Mobile phone</b>	<b>Keyholder</b>
Louise Crowder	Business Director	Available from School	Available from School	N
Ali Whittaker	Assistant Headteacher	Available from School	Available from School	N
Brian Fischer	Assistant Headteacher	Available from School	Available from School	N
Micah Ramsdale	Caretaker	Available from School	Available from School	Y
Gordon Rodgers	Caretaker	Available from School	Available from School	Y

### **APPENDIX 2- COMMUNICATIONS**

This section should include:

- how members of staff can be alerted in the first instance without alarming students unnecessarily
- ID for Headteacher/Senior Management Team - visitors to site may not be familiar with all senior staff or the layout of the building.
- phone numbers and locations of designated phone lines for incoming and outgoing calls
- location of first telephone point from the exchange (in the event of power failure this may provide a useable line when a powered switchboard system may not work)
- how school will communicate with parents when:
  - an emergency happens during the school day
  - an emergency happens before or after the school is open, at weekends or in school holidays

*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.*

#### **Other methods of informing parents could include:**

- Emails or text messaging
- Notices on the school website
- Letters
- Notices on the school gate/fence
- Person at the entrance to the school to explain issues
- Telephone tree where each parent is contacted by telephone (more difficult in larger schools)
- Local radio

- how the school will communicate with companies affected by a school closure or emergency, both during the school day and outside school hours
- numbers of local radio stations and procedure
- what communications procedures are in place between different parts of the school (in a large school or split-site school)
- instructions on how to set the school answer phone to answer only and set a pre-recorded message, both if you are at the school and remotely if the school cannot be accessed

### ***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:	Tibshelf Community School
Address:	Doe Hill Lane Tibshelf Derbyshire DE55 5LZ
Telephone:	01773 872391
Age Range:	11-16
Number of students:	803
<b>Details of Senior Staff</b>	
Headteacher:	Mike Pollard
Deputy Headteachers:	Martin Lloyd & Pete Kenworthy
Assistant Headteachers:	Ali Whittaker & Brian Fischer
Business Director:	Louise Crowder
<b>Details of Governors</b>	
Chair of Governors:	Shaun Byrne
Vice Chair of Governors:	Justin Hawley

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

Details will be displayed on the School Website.

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

This section should include:

- 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
- 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
- any specific difficulties and procedures relating to the school site (eg split-site, communications difficulties)
- specific information relating to any hazards on the school site, including:
  - the location of chemical stores and any radioactive materials stored on site
  - details of hazards such as asbestos in the fabric of the buildings, if known
  - the location of oil tanks or other fuel storage arrangements
- specific information and procedures relating to any external hazards that could affect the school, for example:
  - nearby industrial facilities or chemical sites
  - rivers or streams which pose a flooding risk to the school (look at the Environment Agency website for flooding information and guidance on preparing a flood plan for your school)
  -

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

This section should include:

- an up-to-date, detailed plan of the school showing evacuation routes and assembly points (this should include at least one alternative in case the emergency affects the main route or assembly point)
- information on any different evacuation routes and assembly points to be used in case of a bomb alert (eg assembly points may need to be further away from the building)
- procedure for sheltering (stay indoors, close doors and windows) if this is advised instead of evacuation
- procedure for lockdown of the school (stay indoors, lock doors, close and cover windows) in case of an intruder
- information on warning signals for fire alarms, bomb alerts, sheltering and lockdown

- any identified 'place of safety' nearby where students and staff can be taken if unable to return to the school for some time - this could be a village hall, leisure centre, community centre or similar - and how this building is accessed (eg keyholders)
- information on how staff will ensure that all students and people visiting the site are accounted for - procedures for use of registers, visitors books etc
- procedure for sending students home if the situation becomes prolonged, taking account of the need to track who has left/been collected

### ***Schools near Chemical or Industrial Sites***

This is only relevant to those schools near a major chemical or industrial site.

In the case of an incident at ..... the alarm will be sounded and the following action taken:

- children inside the school will be kept indoors
- children outside will be brought inside by a member of staff
- children will remain in the classroom in which they were when the alarm was raised, with the teacher who had responsibility for the class at the time.

A copy of the action sheet from ..... company is attached to this plan and the instructions on it should be followed.

[Add further information as specific to each school]

### ***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. We will make the final decision and if your school needs to close we will contact you.**

This section should:

- 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 (eg hand-washing, disposal of tissues etc)
- 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, student 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

Action to be taken	✓ when complete
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/nominated deputy immediately. In the extremely unlikely event that there was a codeword 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	

### 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/nominated deputy 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/nominated deputy immediately

**The headteacher/nominated deputy 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 - OTHER SERVICES USING THE SCHOOL SITE**

You may need to create additional appendices if there are several other services using the school site (eg play schemes, after-school clubs etc) or any additional arrangements relating to extended services at the school.

Consider whether it is necessary to add extra points to the action checklists in the main body of the plan to ensure that these procedures are integrated into the school's emergency response.

## **APPENDIX 11 - 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 12 - 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 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 students' 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 areas which should be recorded by 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.

**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.

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

