



Policy: **Critical Incident Policy and Plan**

Date Reviewed by Staff:	12/9/ 2019
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Reviewed by Business Committee	1/10/19
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Date Ratified by Governing Body:	9/10/19
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Next Review Date: (3 years unless otherwise advised)	2021
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This policy is an important document and all staff should be aware of and be familiar with its content.

1. Our Policy

It is our intention to follow the procedures set out in the consultation document “Responding to Critical Incidents – Guidance for Cambridgeshire Schools”. This guidance was updated in accordance with CCC updated guidance - (June 2019) and has been photocopied for inclusion in the folders to be held by each member of the Critical Incident Management Team (CIMT).

A major incident may be defined as:

- An accident leading to a fatality;
- Severe injury or severe stress;
- Circumstances in which a person or persons might be at serious risk of illness;
- Circumstances in which any part, or whole of the school is unable to function as normal due to external influences and
- Any situation in which the national press or media might be involved.

As such, major incidents include:

- Death of a pupil or member of staff;
- Death or serious injury on a school trip;
- Epidemic in school or community;
- Violent incident in school;
- Destruction or major vandalism in school;
- A hostage taking;
- A transport accident involving school members;
- A disaster in the community;
- A civil disturbance or terrorism.

In the event of such an incident the priorities of those adults in charge of the school or trip at the time must be able to:

- Save life;
- Minimise personal injury;
- Safeguard the interests of pupils, students and staff;
- Minimise loss and to return to normal working quickly

Preventative procedures

Whilst no amount of planning can totally prevent accidents and problems from occurring it is hoped that some can be prevented and the effects of other minimized by taking sensible precautionary measures. It is expected that:

- All staff and pupils are familiar with the schools routines for fire and evacuation of the school building;
- Staff will be familiar with the routines and procedures for dealing with emergencies (as detailed in this policy);
- All staff and pupils should be familiar with the school’s back to base routine;
- All staff and pupils should be familiar with the school’s security procedures; in particular that staff should challenge any visitor not wearing a visitor’s badge and children should report such visitors to an adult;
- All staff organising school trips should follow the Evolve procedures and the risk assessment and planning must be signed off by the head teacher;
- Staff should be aware of pupils with health problems, medical needs and allergies;
- All staff are aware that they are responsible for assessing the risks to both the children and themselves before carrying out the curriculum or other activity.
- Staff are aware of school policy in dealing with violence at work;

- Staff are aware that they should assess associated risks to children before carrying out a curriculum or other activity;
- Staff are aware that they are responsible for assessing risks to themselves before undertaking an activity.

The emotional effects of disasters on children are not always immediately obvious to parents/carers or school staff. Indeed, at times children find it difficult to confide their distress to adults as they know that it will upset them. In some children the distress can last for months, even years, and may additionally affect their academic attainment. Some young people may not feel comfortable enough or be able to share their feelings and thoughts in public or with staff either because they are unable to do so or because they fear their confidence may be abused. Similarly, because many adults are not able to talk about death, bereavement and tragedy, they may unwittingly stop children talking about similar emotional experiences.

At Barrington Primary School we take all children's needs seriously, including emotional and psychological and are committed to ensuring all children receive the help they require to explore such matters as death and significant harm or injury in an environment of trust, care and safety. We also recognise the impact such incidents can have on the well-being of staff and parents/ carers and will do our utmost to support any recovery needed and to work with any agencies required.

Curriculum planning for serious injury, death and bereavement

The Curriculum

At Barrington Primary School we believe that the subject of death and how to deal with death should not be left for when a critical incident happens in school. Most children will have experienced death in some way, whether this is the demise of a loved family member or a family pet. Death should be seen as a natural part of our life cycle and needs to be discussed sensitively through the curriculum we deliver.

The discussion and coverage of these issues in the curriculum will mean that pupils will already have had some familiarity with them. Whatever the age of the children, the issues can be embedded in the curriculum, so that our young people are used to talking about such subjects. In this way they will not be shrouded in mystery and taboo and may feel more open to talk about their feelings and any fears, worries or anxieties they may have.

Helping teachers deal with sensitive issues

As a school we recognise that some teachers may find it uncomfortable to explore ideas and feelings they are not completely at ease with themselves. Additional development support will be sought from the Diocese/Local Authority (LA) who will help to develop strategies for dealing with difficult questions and personal feelings. We will always seek advice from professionals within the Diocese/LA who will help us to best support all the children within the school.

Multi-cultural and multi-faith issues

At Barrington Primary School we recognise that we need to have a clear understanding of all of our pupils' backgrounds. This includes having an informed understanding of different cultural and religious attitudes to disability, disasters, death, bereavement, mourning and funerals. Such awareness of diverse views and expectations contributes towards creating a supportive ethos within the school. We aim to discuss these as part of our focus on Spiritual, Moral, Social and Cultural learning (SMSC) which is central to our curriculum.

We continue to strive to deliver a curriculum that best prepares all of our young people for situations they will face during their lives. We value any feedback from children, as well as from parents/ carers. There is always an opportunity to talk to the Headteacher if there are any issues connected with serious injury, death or bereavement which families feel the school needs to be aware of. By working together, it is hoped that every child will quickly overcome any reaction to critical incidents that they have been involved with, have witnessed or been a part of as part of the school family.

IMPLEMENTING THE PLAN

Follow the **S A F E R** principle.

Stop – and gather information, start to gather people to help you from your Critical Incident Response Team. Start recording decisions and actions on the incident recording sheet.

- Bring together the CIRT
- Assign tasks and ensure each individual knows what is expected and logs their action on a central log of events record sheet
- Consider whether you may need to close the school
- Identify a member of the CIRT as the person to co-ordinate information
- Consider communication to school staff/pupils/community

Assess – what has happened, what can you see, what did you hear, what are people saying, are there any known casualties, and is first aid or an ambulance required? Who else needs assistance?

- What happened/where/when
- How many involved; who are they?
- Name and contact numbers of adults at location of incident
- Details and location of injured (severity, name of injured and supervising adult(s) name(s) /contact number)
- Details and location of non-injured names, and supervising adult(s) name(s) /contact number

Formulate – a plan for the next 5 minutes.

- Bring people around you to help
- Launch the Critical Incident Plan.
- Work out where you will be based and establish that base to operate with a dedicated phone line.
- What has been done already and what needs to be done next?
- Has anyone else been informed e.g. Emergency Services, Leadership Adviser? (What were they told?)
- Ensure Leadership Adviser/LA/Trust and Chair of Governors/Chief executive are informed
- Does anybody else need to be informed?

Execute the plan and delegate the tasks.

- Identify actions for CIRT members and identify if more members are required
- CIRT to agree a statement for all incoming calls, which can be managed by properly briefed staff or via informative answer phone messages where not all school lines can be operated personally (e.g. after school hours)
- CIRT to brief personnel having direct links with public/media (factual brief statements only) (Discourage any speculative discussion; route all press enquiries to the county communications team in the case of a critical or major incident)
- Establish a press release in conjunction with the Communications Team
- Action the 'telephone cascade' for staff and governors if appropriate, to keep information flow fast and accurate
- Communicate with families whose relatives (children and adults) are or may be involved. This should be done quickly and with great sensitivity, preferably by a CIRT member. Remember it is the responsibility of the police to notify next of kin in the event of a death

- Consistency of information is essential, therefore use the agreed statement and the most up-to-date information available
- Try not to leave messages or use extended chains of communication
- Establish a reception base for concerned relatives coming to the school and think carefully about the siting of this base. Ensure people who can comfort and inform relatives staff this. Maintain direct contact with this base
- Prepare general information for all parents/staff/governors. Information should be simple, factual, express sympathy and concern and should indicate when further information may be available

- Regularly brief school staff and governors and ensure that staff and governors are discouraged from speaking to the media
- Brief pupils. This is best done in class or tutor groups and should be age appropriate

Re-assess – be prepared to stop, look around, is your plan working, does it need to be altered?

- How long is the incident going to continue for?
- Do staff need to be rotated into jobs and tasks?
- Is there somebody to hand over to?
- What continuing support is required for pupils, staff and relatives of those involved? A member of CIMT should have been identified as having responsibility for ensuring continuing support. Your Leadership Adviser may have mobilised help from a variety of agencies able to offer support and counselling to those immediately affected. These may include:

Educational Psychologists
 Experienced counsellors
 Social Workers
 Emergency Planning Team
 District teams
 Property officers
 Health and Safety

- You will need to discuss likely continuing needs with relevant professional staff. Local religious communities may also be able to contribute or take a lead in providing a longer-term focus for support
- You may want to include in your plan details of who can offer specific support and for how long this can be continued.

The Recovery phase

Share information and advice about what has happened (this will apply immediately but will continue into the recovery phase). Do remember that the media will be aware of the anniversary date of a critical or major incident and may follow up in subsequent years. It makes sense to prepare for such interest.

Acknowledge the consequences of the event on the school's community. Provide opportunities for pupils and staff to express personal reactions and feelings (immediate and continuing need).

All staff will need information about what has happened and they should be advised about how to talk to and support children. The EP service can provide expert advice on this. Counselling information should be provided for staff. Parents may also need information and advice on supporting and getting help for their children.

The CIRT may also need to consider the overall response of the school after the conclusion of the incident. This will include the response to some of the following:

- Attendance at a funeral. (It will not normally be appropriate to close the school)
- Visit(s) of staff/children to hospital
- Expressions of sympathy to families affected
- Communicating information that the family/families involved want to share with the wider community
- An assembly or service to mark the event
- A memorial in the school or school grounds. It is advisable to consider this carefully and ensure full consultation with all parties
- Do bear in mind that school letters about the incident may be shared with the local and national press and may be posted on a range of social media sites

Review

There should be a formal review of the Critical Incident Plan. This gives the opportunity to identify alterations and improvements to the plan as well as lessons learned. Consideration should be given at this stage as to how these are shared

Recovery Management

As far as is possible, the school will return to 'normal' routines quickly to restore a sense of security to the school, staff and pupils. Support systems will be set up for children and staff who wish to share their feelings and thoughts. The school will approach counselling services and specialist treatment for those at the heart of the incident or most affected by it.

Our detailed Critical Incident planning is set out in the following appendices

Appendix 1

Members of the Critical Incident Response Team (CIRT)

Member of CIRT	Position in school	Role in CRIT
Gill Davies	Headteacher	Leader/Manager – of the whole process. Keeps log of main actions taken
Andrea Avant	Senior teacher	Maintaining the normal running of the school if appropriate.
Helen Cobley	Chair of Governors	
Simon Cobey	Vice Chair of Governors	Management of information to the press
Julia Lindley	School Administrator	Managing phone calls and those coming into school. Person to log all calls, people arriving and leaving throughout the incident.
Rachel Bream	Finance administrator	
Chris Meddle	Local Authority Link	Advise

Appendix 2- Incident Action Cards

The Action Cards give responsibilities for specified staff in the event of a critical incident

ACTION CARD 1

Guidance for SCHOOL STAFF in the event of a major incident ON THE SCHOOL SITE

1. Trigger Invacuation / Evacuation if required
2. Notify the Headteacher or most senior member of staff
3. Gather facts and information (log)
4. Manage the immediate situation
 - a. Call the emergency services
 - b. Deploy first aiders
 - c. Identify lead on site
 - d. Ensure pupils accounted for, supervised and safe
 - e. Ensure staff are accounted for and safe & directed
 - f. Ensure volunteers are accounted for and safe & directed
 - g. Ensure parents and other adults are accounted for and safe & directed
 - h. Consider invacuation / evacuation
 - i. Get grab bag if leaving the school site
5. Contact the Critical Incident Management Team
6. Contact the local authority
7. Templates to be used as prompt and log

ACTION CARD 2

Guidance for OFFSITE VISIT STAFF in the event of a major incident OFFSITE

Definition of an Emergency – an incident where a group member has:

- has suffered a life threatening injury or fatality;
- is at serious risk; or
- has gone missing for a significant and unacceptable period.
- Any incident that is beyond the normal coping mechanisms of the Visit Leadership Team.

IMMEDIATE ACTION

1. Stay calm
2. Do not put yourself at further risk
3. Assess the situation – nature and extent of the emergency
4. If there are injuries, take action to establish their extent and administer appropriate first aid.
 - Preserve life.
 - Prevent the condition worsening.
 - Promote recovery - Treat for shock - Reassure and keep warm.
 - Removing audience
5. Contact the appropriate emergency service(s) if needed. They will guide you through the information they need but this will include:
 - Your name and the name of the Group
 - location
 - nature of emergency and number of injured persons
 - action so far
6. Make sure other members of the group (children and adults) are:
 - safe
 - accounted for
 - adequately supervised
 - briefed to ensure that they understand what to do to remain safe.
7. Delegate roles (first aid, supervision, communication) - ensuring that where one or more of the Visit Leadership Team is incapacitated then these roles are reassigned on a priority basis.
8. Alert School 01223 712273 or Emergency School contact from card. Confirm contact number. Regular communication is needed.
9. As you, or another leader is able, record all events, times and details. Use the Emergency Procedures Card in the first instance. Photographs can be used.

SECONDARY ACTION

1. Do NOT admit anything.
2. Do NOT sign anything.
3. DO NOT discuss legal liability with others.
4. DO NOT speak to the media. Refer all media to the school.
5. DO NOT contact parents. Police or School to do this.
6. DO NOT allow volunteers or children to contact others or go with anyone
7. Arrange appropriate protection from the elements.
8. Uninjured group members should be moved to shelter or other casualties Ensure that they:
 - are adequately supervised throughout
 - are returned as early as possible to base
 - receive appropriate support and reassurance.
9. Avoid splitting the group, unless it is the only way to get help and DO NOT leave anyone on their own.
10. Manage the incident - ensure that all appropriate actions have been/are being attended to.
11. Ensure that an appropriate adult accompanies any casualties to hospital, taking any parental consent forms and appropriate medical information for the injured persons.
12. Maintain contact with the emergency services and the School Employer contact until the Emergency is over.
13. Monitor, reassess and review ensure nothing has been forgotten and all leaders and young people are coping, cared for and secure.
14. Record the following:
 - time, date and nature of the incident.
 - accurate incident location.
 - names of casualties.
 - details of injuries.
 - actions taken, including all communications.
 - names of others involved but not injured.

- ☑ details of any moves from the incident site (times, who moved, where to, how).
- ☑ names and contact details of witnesses.
- ☑ statements from leaders
- ☑ proposed actions.

ACTION CARD 3

Guidance for the PERSON RECEIVING THE CALL in school in the event of a major OFFSITE incident

On receiving a call - In the event of receiving an emergency call from a group on a Visit, remember they will be very stressed. You need to remain calm to be able to take down some key information without missing anything. Carry out the actions below, as appropriate:

1) Record the information below

Who is calling?	
What is their role in the group (Visit Leader, Assistant Leader, Helper, and Participant)?	
What number can they be called back on should you be disconnected?	
What has happened? What is the nature of the emergency?	
What is the number and status of any casualties?	
What is their current location?	
What is the total number of people in the party?	
Are they staying where they are or moving? If they are moving where to?	
What help do they require?	
What time did the accident happen?	
What time is it now?	

2) Reassure them and tell them they will be called back once you have contacted a senior manager (within 30 minutes).

3) Contact staff in the following priority order and give them the information you have noted.

ACTION CARD 4

Guidance for DESIGNATED SENIOR LEADER in school in the event of a major incident OFFSITE

1. Activate CIP
2. Identify immediate support staff member to be with you as information gathering takes place on the phone call
3. Begin Record – paper record, not digital
4. Note the time of the first call
5. Get the phone number of the visit leader
6. Get location
7. Get access to Evolve
8. Remind the person you are speaking to to:
 - Take a moment to breath
 - Try to stay calm
 - Avoid any further risk
 - Assess the situation (describe what you see, hear etc)
9. Confirm the details of the problem:
 - time, / date
 - nature of the incident.
10. Questions:
 - Is everyone (pupils and adults) safe?
 - First Aid requirements?
 - Emergency services?
 - Adequate supervision?
 - Delegated roles?
 - Uninjured group members should be moved to shelter or other casualties Ensure that they:
 - o are adequately supervised throughout
 - o are returned as early as possible to base
 - o receive appropriate support and reassurance.
 - Environmental concerns – location, weather etc?
 - Proposed actions.
 - o solutions to problems
 - o other people e.g. driver actions
 - o follow up e.g. coach company, etc actions
 - Recording actions?
11. Support:
 - All briefed on how to stay safe?
 - Instruct group (including adult volunteers) not to use phones
 - Arrange appropriate protection from the elements.
 - Support and assistance needed? – people, information, contacts?
 - Reminders:
 - Do NOT admit anything.
 - Do NOT sign anything.
 - DO NOT discuss legal liability with others.
 - DO NOT speak to the media. Refer all media to the school.
 - DO NOT contact parents. Police or School to do this.
 - DO NOT allow volunteers or children to contact others or go with anyone
 - Avoid splitting the group, unless it is the only way to get help
 - DO NOT leave anyone on their own
 - Ensure that an appropriate adult accompanies any casualties to hospital, taking any parental consent forms and appropriate medical information for the injured persons.
 - Maintain contact with the emergency services and the School Employer contact until the Emergency is over.
 - Monitor, reassess and review ensure nothing has been forgotten and all leaders and young people are coping, cared for and secure.
12. Further contact
 - Agree secure accessible contact number
 - Half hourly updates
 - Agreed time to speak again
13. Detail to be recorded – use County
 - time, date and nature of the incident.

- accurate incident location.
- names of casualties.
- details of injuries.
- actions taken, including all communications. (camera?)
- names of others involved but not injured.
- details of any moves from the incident site (times, who moved, where to, how).
- names and contact details of witnesses
- statements from leaders

14. Next Steps:

- 1 person in charge of the whole situation. If you hand over, leave the room to ensure there is not 2 people in charge at any time.
- Allocate roles
- Emergency services?
- Police?
- County (Stephen 07879 436541) or contact details on card in CIP packs and HT office board
- CIP Support network – HT, EVC, COG, Vicar, Secretary, Caretaker, Peacock Club Other staff
- Back up team needed?
- Terminate visit?
- Who else is involved – staff, parents, party (pupils, staff, parents), coach, accommodation/ activities, County, our family, governors, siblings in other schools, media, police - and actions required for each
- Secure school site
- Option to leave (car ready)
- Contact & support for those affected
 - Parents
 - Pupils
 - Staff
- Reunion – location & time
- Prepare for the media
- Debrief
- Evaluation
- Restabilising routines - plan

15. Contact visit leader – at least every 30 mins

6. TEMPLATE FOR RESPONDING TO A CRITICAL INCIDENT - Issues requiring immediate action

Action Point	Guidance Note	CIRT Action	Personnel Involved	Done	Who by	Time	Comment
1. Gather information	<ul style="list-style-type: none"> • What happened/where/when. • How many involved; who are they? • Name and contact numbers of adults at location of incident. • Details and location of injured (severity, name of injured and supervising adult(s) name(s) /contact number). • Details and location of non-injured names, and supervising adult(s) name(s) /contact number. • Has the Headteacher or most senior member of staff been informed? • Has anyone else been informed e.g. Emergency Services, Education Adviser (what were they told?). 						

<p>2. Manage the immediate situation</p>	<ul style="list-style-type: none"> • Immediate in school action – people responsible: <ol style="list-style-type: none"> 1. Lead on site _____ (Gill/Andrea) 2. Emergency services called by _____ (Julia/ Rachel) 3. Deploy First Aiders _____ (or other first aiders from list) 4. Notify County _____ Chris Meddle (LA) 01223 703564 or 07798 571179 (Gill/Andrea/ Julia/ Rachel) 5. Notify CIRT _____ List here) 6. Pupils supervised <ul style="list-style-type: none"> Red Class _____ Orange Class _____ Blue Class _____ Violet Class _____ 7. Instant assembly needed to release staff? _____ 8. Staff managed _____ 9. Volunteers managed _____ 10. Parents managed _____ 11. Site managed/ caretaker contacted? _____ 12. Do we need to evacuate? When? _____ 						
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	Where? (Church?) _____ Who has the grab bags? _____						
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<p>3. Call a meeting of the Critical Incident Management Team (CIRT) for briefing</p>	<ul style="list-style-type: none"> Assign tasks and ensure each individual knows what is expected and logs their action on a central log of events record sheet. <p>Lead on site</p> <hr/> <p>Responsibility for obtaining and collating key information</p> <hr/> <p>Responsible for contacting parents and carers of those involved including staff and pupils</p> <hr/> <p>Managing telephone contacts</p> <hr/> <p>Managing individuals coming into the school</p> <hr/> <p>Point of contact for the emergency services,</p> <hr/> <p>Point of contact for the Local Authority</p> <hr/> <p>Point of contact for insurance,</p> <hr/> <p>Point of contact for other appropriate outside agencies.</p> <hr/> <p>Maintaining the normal running of the school if appropriate.</p> <hr/>						
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	<p>Point of contact for media supported by Chris Meddle (LA) 01223 703564 or 07798 571179, Diane Stygal Leadership Adviser 01223 507115 and 07585881934 & Communications Manager communications@cambridgeshire.gov.uk</p> <hr/> <p>Co-ordinating a record of contacts and logging significant actions</p> <hr/> <p>Consider whether you may need to close the school.</p> <hr/> <p>Identify a member of CIRT as the person to co-ordinate information.</p> <hr/> <p>Consider communication to school staff/pupils/community.</p> <hr/> <p>Monitor social media – what is publically available?</p> <hr/>						
<p>4. Establish a base for CIRT (this may be off school site) to operate with</p>	<ul style="list-style-type: none"> • CIRT to agree a statement for all incoming calls, which can be managed by properly briefed staff • Informative answer phone messages where not all school lines can be operated personally (e.g. after school hours). 						

dedicated phone use	<ul style="list-style-type: none"> • Website update? • CIRT to brief personnel having direct links with public/media (factual brief statements only). (Discourage any speculative discussion; route all press enquiries to County Press Office in the case of a serious incident). • Establish press release in conjunction with the County Council Press Office. • Ensure telephone line(s) or mobile phones for outgoing calls available. • Action the 'telephone cascade' for staff and governors [where appropriate] to keep information flow fast and accurate. 						
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Communication

<p>➤ Contact families whose relatives (children and adults) are or may be involved</p>	<ul style="list-style-type: none"> • Should be done quickly and with great sensitivity, preferably by a CIRT member – but remember it is the responsibility of the police to notify next of kin in the event of a death. <hr/> <p>People to contact are:</p> <hr/> <ul style="list-style-type: none"> • Consistency of information is essential, therefore use agreed statement and most up-to-date information from your contact adult on the site. • Try not to leave messages or use extended chains of communication. 						
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	<ul style="list-style-type: none"> Establish a reception base for concerned relatives coming to the school. Think carefully about the siting of this base (access phone/internet etc). <p>Location _____</p> <ul style="list-style-type: none"> Ensure people who can comfort and inform relatives staff this. Maintain direct contact with this base. 						
<ul style="list-style-type: none"> ➤ Prepare general information for all parents/staff/governors 	<ul style="list-style-type: none"> If you have concerns about issues of legal liability or the likelihood of police action, any further information should be drafted with the help of the appropriate Education Adviser. S/he can check with relevant agencies before letters are issued to the wider school community. Information should be simple, factual, express sympathy, concern, and should indicate when further information may be offered. 						
<ul style="list-style-type: none"> ➤ Briefing school staff and governors 	<ul style="list-style-type: none"> Ensure CIRT have a schedule to brief staff on a regular basis. Ensure all staff (teaching and non-teaching) and governors are discouraged from speaking to the media. This responsibility should be referred to a named person in the team and/or the County Press Office. 						
<ul style="list-style-type: none"> ➤ Briefing pupils 	<ul style="list-style-type: none"> Usually best managed in class or tutor groups by adults best known to the pupils. The agreed statement can then be delivered in a way that is age-appropriate to the group. A large gathering can generate hysteria, which can become a management problem in itself. <p>_____</p>						

Issues to be dealt with as soon as possible

Action Point	Guidance Note	CIRT Action	Personnel Involved	Done	Who by	Time	Comment
1. Ensure continuing support for needs of pupils, staff and relatives of those involved in the incident is planned	<ul style="list-style-type: none"> • A member of CIRT is identified as having responsibility for ensuring continuing support. <hr/> • Your Education Adviser may have mobilised help from a variety of agencies able to offer support and counselling to those immediately affected: <ul style="list-style-type: none"> - Educational psychologists - Experienced counsellors - Social Workers - Child protection staff - Emergency Planning team - Locality teams - Property, Press and PR - Health and Safety • You need to discuss likely continuing needs with relevant professional staff. Local religious communities may be able to contribute or take a lead in providing a longer-term focus for support. You may want to make a detailed plan of who can offer types of support and for how long this can be continued. 						
2. Provide a focus for expressions of sympathy if appropriate.	<ul style="list-style-type: none"> • You may wish to place a table in the foyer or a vase of flowers, with a book for tributes/condolences. Sufficient space for items of remembrance may be helpful – the public and the school community may wish to place flowers or other tributes which can block fire exits or emergency service access points if not managed. • It may be more appropriate to negotiate a location away from school, i.e. church or public building. <hr/> 						
	<ul style="list-style-type: none"> • In your statements to the press and letters to the wider school community, you should indicate when you expect to be able to give 						

3. Further information Bulletin	<p>more information. Try to honour this even if the update is very limited. You will create tension or possibly aggravate recipients of your information if your timescales are not adhered to.</p> <hr/> <ul style="list-style-type: none"> • Clear your letters and statements with the County Press Officer and Police if necessary. <hr/>					
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Supporting people involved – action extending over time

Action Point	Guidance Note	CIRT Action	Personnel Involved	Done	Who by	Time	Comment
1. Share information and advice about what has happened (this will apply immediately but will continue)	<ul style="list-style-type: none"> • All staff will need information about what has happened. • Staff should be advised about how to talk to and support children. • Information should be provided for staff on counselling available to pupils and to themselves. • Parents may need information and advice on supporting and getting help for their children. 						
2. Acknowledge the consequences of the event on the school's community, their reactions and feelings	<ul style="list-style-type: none"> • The incident may cause stress throughout the school. • Acknowledge openly that the incident may affect people (children and adults) emotionally in different ways and at different times. • Recognise that the behaviour, concentration and performance of children and adults may change. • Recognise that not all staff will feel able to support others. • Be aware of staff who are taking the brunt of supporting others, and ensure that they, too, receive support. 						
	<ul style="list-style-type: none"> • Pupils should be encouraged to talk about their feelings in class, smaller groups, or individually, with active listening. 						

<p>3. Provide opportunities for pupils and staff to express personal reactions (immediate and continuing need)</p>	<ul style="list-style-type: none"> • Some pupils may show signs of needing support beyond the staff's competence or confidence. Extended counselling should be identified (with parental permission). • Staff closely affected by the event should have opportunities for debriefing and counselling if they require it. • Staff responsible for managing the critical incident should be offered supervision and relief. • Some adults and children may need therapeutic help for an extended period after the event. 						
<p>4. Consider the overall response of the school</p>	<p>The CIRT may need to consider: Attendance at a funeral. (It will not normally be appropriate to close the school.) Discuss attendance with the Education Officer.</p> <ul style="list-style-type: none"> • Visit(s) of staff/children to hospital. • Expressions of sympathy to families affected. • Attendance at funerals • Communicating information that the family/families involved want to share with the wider community • An assembly or service to mark the event. • A memorial in the school or school grounds. It is advisable to consider this carefully and ensure full consultation with all parties. <p>Do bear in mind that school letters about the incident may be shared with the local and national press and may be posted on a range of social media sites</p>						
<p>5. Re-establishing normal routines</p>	<ul style="list-style-type: none"> • Use the Business Continuity Plan templates to identify who is affected, how and when • Normal routines should be established as soon as possible as these provide security and stability at a time of stress and/or emotional upheaval. • Bear in mind the need to create time and space for thinking and grieving about the event. • Pupils should be encouraged to resume normal attendance. 						

	<ul style="list-style-type: none"> • Children who cannot attend school due to injury or distress may need other ways of maintaining the contact with the school and school personnel. • Consider how/when personal effects of deceased pupils should be removed. 						
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ACTION CARD 5

Every individual involved in the incident or involved with managing the aftermath must complete one of these. They are to be completed at the time and not taken away and filled in later. As such it is expected they may be messy or dirty. **These sheets are to be given to the headteacher or senior teacher at an appropriate moment during the incident, e.g. at end of day meeting / debrief – they MUST not be taken home.**

Name of person completing sheet: _____

Sheet number e.g. 2 of 6, etc _____

Date: _____ **Incident** _____

<i>Date/ Time</i>	Details of Incident	Action Taken	<i>By Whom</i>

Appendix 3

USEFUL CONTACTS

As part of the emergency plan, this list of contacts should be obtained as a matter of course.

Telephone numbers can be added to this page and the whole list MUST be updated regularly and frequently.

NAME	TITLE	TEL: NUMBER
Diane Stygal	Leadership Adviser	01223 507115 07585881934
Chris Meddle	Senior Adviser for Leadership	01223 703564 07798 571179
Sara Rogers	Safeguarding Manager	01223 729045
Jonathan Lewis	Director of children's services	01223 507165
Karen Beaton	County Attendance Manager	01223 715577
Sue Eagle	Social & Education Transport Team Manager	07769742160
Martin Kemp	Social & Education Transport Quality Manager	01223 715605
Communications	communications@cambridgeshire.gov.uk	01223 699281
Stephen Brown	Outdoor Education Manager	01480 379677
Stuart Wood	Health and Safety and Wellbeing	01223 699122
Stewart Thomas	Emergency Planning Manager	01223 727944
Sarah Tabbitt	North Cambridgeshire District Team	07824 569459
Lisa Riddle	South Cambridgeshire District Team	01223 475903 07785521391
Health Assured	Maintained schools Employee Assistance Programme	08000305182
CHUMS	Mental Health and Emotional Well Being Service	0330 0581 659
Local clergy	Rev Felicity Couch	01223 207212
MVC	Main office	01763 223400
ICT Service	support@theictservice.org.uk	0300 300 0000
County	Legal	01223 699 386
Deanna Verdia	EPM Personnel services	1480 483 379 EXT:356
Alan Maine	Lunchtime UK	01223 566399 07595 068191
Louise Torrance	Underwriting Officer LGSS Insurance	01223 699113
Cath Priestley	PA to Director of Education Diocese	01353 652724

Critical Incident

Andrew Reid	Diocese – Director of Education	07798 854177
Christine Page	EDRA	01353 6652712
Andrews Coaches	School bus	01223 873002
YMCA (Friday)	Counselling Services Nina (direct)	07817 666 806
YMCA Lisa Smith	Coordinator	01733 373187
Ranstad	Supply	01223 368836
Matt Hiles	Property Adviser	01787 278333 or 07813 202131

Key holder list – the following staff hold front door keys

Gill Davies
Andrea Avant
Clair Hayes
Lucy McGregor
Yvette Beswick
Beth Meredew
Sarah Vince
James Phillips
Julia Lindley
Rachael Bream
Peacock Club

Appendix 4

Evacuation procedure

In the event of a fire, or similar problem with the building the signal to evacuate will be the continuous ringing of the fire alarm bell. Anyone who finds a fire must raise the alarm by hitting the red alarm points situated around the building.

On hearing this signal all members of staff will lead the children out of the building and classes will line up on the school field away from the building in silence, each class teacher is responsible for immediately taking the register to check that all children are accounted for and signalling to the head teacher by raising their arm when they are confident all their class are accounted for.

Office staff will take the electronic sign in equipment with them as they leave the building and check that all signing on adults are accounted for.

The head teacher checks the building is empty starting at the far end in the old building, checking the toilets and closing doors on the way back through the building.
Office staff check the office end of the building and in the mornings take the registers out to the field.

Once everyone is out of the building the head will use the mobile to call the emergency services.

If the bell rings at lunch or break time:

Critical Incident

- Pupils eating lunch must leave immediately escorted by the midday Supervisors and Staff. Kitchen Staff will switch off all appliances and proceed to the assembly point.
- All other pupils will make their way quickly and quietly out of the Building by the nearest exit and under supervision.
- Staff in the staffroom to leave as quickly as possible helping other staff on duty to ensure all pupils leave the building and those outside move to the assembly point.

If the fire alarm rings before or after school hours when only staff are present in the building, evacuate to playground as normal.

If the fire alarm sounds while afterschool clubs are in operation, club leaders should leave the building, taking their register and check that all children are accounted for.

No one will return to the building until informed by the Headteacher that it is safe to do so.

EXIT DETAILS

Nearest exit and assembly notices are posted through the school. Staff should familiarise themselves with the details.

Appendix 2

Back to Base (invacuation) procedure

Barrington School recognises that, within its Emergency Procedures, a plan needs to be made to help combat a threat to children and staff which occurs whilst they are outside of the school building, but in the school grounds. This policy sets out the school's response to such an emergency but recognises that it is impossible to legislate for every possible scenario so as to protect 100% of the children and staff 100% of the time. The policy, therefore, will need to be kept under constant review to reflect changing circumstances and experience. The policy applies at all times of the day and must therefore be shared with every member of staff.

CALMNESS IS THE KEY

It is vital that the policy and its implementation, does not lead to a panic mentality. Children should be encouraged to treat any emergency with the utmost calm and follow the guidelines with common sense. They need to be taught how to respond through practice as well as through talk.

THREATS

There are a number of possible situations which could be seen as a threat and therefore demand a back to base response. For example:-

- An animal wandering into the school grounds.
- A stranger who enters or attempts to enter the school grounds.

Critical Incident

- An object thrown into the school grounds from outside.
- The collapse of a tree, wall or fence etc.

However, this list is not exhaustive.

RESPONSE - Partial Lockdown

1. Whenever a group of children is outside there will always be at least one adult with them.
2. In the event of a threat arising it is the responsibility of the adult(s) with them to get the children into the building as quickly and as sensibly as possible through one of the designated entrances. A member of the SLT should be notified immediately.
3. Once the children are in school a number of steps need to be followed:-
 - a. The back to base alarm will be sounded – this is a pulsing sound from the school alarm system.
 - b. Class teachers who are not with their own group of children at the time of an alarm sounding should return immediately to their classroom and resume responsibility for their children;
 - c. Class teachers ensure the external doors and windows to their classes are locked
 - d. Staff in classes take a head count and check it against the number on the class register and office staff will check with each class that all children are present and take registers to Main Office and notify the Headteacher of completed registers through.
 - e. office staff will ensure all doors in the new extension (library, lift entrance) are secure. Headteacher will check that the external doors in the old building are secure (bottom of old stairs and in thatched building)
 - f. class teachers and continue teaching to maintain a level of normality for the children and await further instructions from the Headteacher
 - e. the police and county adviser need to be notified of the situation
 - f. pupils will not be released during a lockdown and the school is closed to visitors.
 - g. if any members of the school community are off site when a back to base situation occurs they will be contacted and arrangements will be made for them to return to one of the following alternative locations; Barrington village hall, Petersfield Primary, Foxtton Primary (the choice of venue will depend on the nature of the situation)
 - h. parents will be informed as soon as is possible via email. The information sent to parents will include how they will be informed that it is safe to come and collect their children.

RAISING THE ALARM

It is important that all people on site at the time of an emergency know that they need to respond at the earliest opportunity. The alarm for back to base is an intermittent tone from the alarm system. From there an assessment will be made and the appropriate emergency services contacted. Advice from those services will be taken.

Critical Incident

Full Lockdown

- a. If once the school have returned to their classes the back to base alarm is sounded for a second time, class teachers will lock the internal door to their classroom.
- b. Communication during a full lockdown will be via the schools internet system.
- c. Staff should remain in their classes until advised that it is safe to return to normal

BACK TO BASE INVACUATION TEAM

1. Gill Davies
2. Julia Lindley
3. Rachel Bream

APPENDIX 5

Hoax threat model letters

Model letter A

Letter to be used if a school has not received a threat.

Dear Parent/Carer

You may have been made aware, through the press or social media, that some schools in Cambridgeshire have received a hoax email threat today. I am writing to inform you that (enter name of school here) has not received a threat, but has followed the guidance given by the police and the Local Authority.

The police always assess such threats and give specific advice to schools based on the intelligence available.

In this case the school were told to be vigilant and to report any concerns they had immediately to the police. In addition the school will have activated their critical incident procedures.

We understand the potential distress and alarm such threats cause parents who understandably are worried about their children. Such threats are designed to cause disruption and worry. However, I can assure you that the police and other authorities have given schools the best possible advice and (enter name of school here) has acted professionally, followed their critical incident plan and followed police advice in the best interests of your child and all members of the school community.

Yours faithfully

Model letter B

Letter to be used if the school receives a hoax threat

Dear Parent/Carer

You may have been made aware, through the press or social media, that some schools in Cambridgeshire have received a hoax email threat today. The email informed the school that a bomb had been placed on the school site.

The school followed its critical incident plan and immediately phoned the police and followed their advice. The school also informed the Local Authority who were in contact with the police control room.

The police always take such threats extremely seriously and have well-rehearsed procedures to assess such threats based on all of the intelligence they have available.

As you would expect, the school leadership has acted professionally and followed police advice. For your information, the advice was that the threat was assessed as a hoax and the school were told to continue as normal. The police assessment was that there was no need to evacuate the school on this occasion. The Headteacher was told to ensure that there was a sweep of the school to check there was nothing unusual. If anything unusual was spotted then they were told to immediately request police support and to follow their advice about evacuation.

We understand the potential distress and alarm such threats cause parents, who understandably are worried about their children. Such threats are designed to cause disruption and worry. However, I can assure you that the police and other authorities have given schools the best possible advice and (enter name of school here) has acted professionally, followed their critical incident plan and followed police advice in the best interests of your child and all members of the school community.

I would also like to reassure you that as you are probably aware, schools have very secure visitor access control and it is highly unlikely that an unexpected visitor would be allowed to access the school unchallenged. Local Authority staff regularly visit schools and are aware of the security that schools have in place. It is also an aspect of our safeguarding reviews of schools.

Yours faithfully

APPENDIX 6

Grab Bag Contents

Location of Emergency information Grab bags

1 to be stored in the office.

1 to be stored at a Village location – the church Vestry

(File of personal information to complete church grab bag held in head's office and AAs secure filing cabinet)

Single folder containing:

Checked

Single folder containing:	Checked
Critical Incident policy	
- Emergency contact details for key staff, Governors, County, transport local support etc - Office Grab bag only	
A3 blank versions of the response templates	
Staff Information policy (including)	
- up to date key info about the school	
- emergency contacts	
- site plan (resources and hazards)	
Site plan showing critical locations e.g. gas/electric/mains/chemical positions	
Staff contact list	
-all teaching staff are key holders - Office Grab bag only	
Governor contact list	
All medical protocols - Office Grab bag only	
Risk reduction plans - Office Grab bag only	
A list of all pupils and staff with medical conditions	
Pupil (parents) contact list- Office Grab bag only	
Bus stop list – who gets on and off at which stop- Office Grab bag only	
Book – Paper, post-it-notes, labels	
Pens, pencils, highlighters	
Key fobs (CEmergency1 & CEmergency22) which can be allocated to any member of staff by the ICT Service (0300 300 0000) – Office / Offsite 1 Grab bags only	
Copy of Hazard Register	
Club / group contacts- Office Grab bag only	
School bank details, account number and sort code.- Office Grab bag only	
School mobile (credit) and charger – Office Grab bag only	
High Vis jackets	
Server back-up disk already offsite in Orwell	

APPENDIX 7

Business continuity - School activities

Appendix 6 – Business Continuity activities, impact and reliance

Business continuity - School activities

Key Activities	Brief Description	Statutory/ non-statutory	0-24 Hours	24-48 hours	Up to 1 week	Up to 2 weeks	Up to 1 month	Actions that need to be taken to restore the activity	Resources required for recovery
Teaching	8:45 – 3:25 Mon – Friday 4 classes of pupils are taught the National Curriculum All pupils and staff	Statutory							
Safeguarding	Daily checks – attendance and wellbeing Bullying/Pride/prevent Child Protection H&S, first aid, medication Complaints and Allegations Website Compliance Vulnerable Groups Disadvantage groups Safer Recruitment All pupils and staff	Statutory							
Catering	Lunches produced on site daily Offered to all pupils and staff	Statutory for KS1							
NCT/examinations	Baseline Assessment (EYFS) - Sept Phonics check (yr 1 & 2) - June KS1 SATS - May Yr 4 Multiplication check – June KS2 SATS (including Science check) – May Identified pupils	Statutory							

Critical Incident

ICT	Daily: Attendance registers Dinner numbers Communication – ICT, phone Pupil use of computers and whiteboard for learning Staff laptops for PPA & teaching All pupils and staff	Statutory – legal registers							
Extra-curricular activities	After school clubs –Gym – A Baker (Mon) multisports J Herd (Tues), Dance (Thurs)J Seagrave (Tue), Football J Herd (Wed), Dance S Glasgow (Thurs) Lunchtime clubs – Premier Sports (Thurs), Magic (Tue) Rochsteady (Fri) Offered to all pupils	Non-statutory but booked							
Wrap around care	Mon – Fri 7:30-8:45 activities and breakfast 3:25-6pm activities and tea Offered to all pupils	Non-statutory but parents rely on this							
Lettings/community use	Guides – Thursday from 6-9pm Rainbows, Brownies, Guides and Leaders	Non-statutory but booked							
Happy Bunnies Nursery									
Transport	Daily Mon – Fri School bus Transport children to and from school Identified pupils	Statutory (for some 3 miles +) County responsibility							
Site management	Daily Mon – Fri Maintain and open the school site – HT and Caretaker Ensure wellbeing of all stakeholders – parents, pupils, staff, visitors	Statutory							
Events	Parent Evenings etc Performances etc	Non statutory							