



ST JOHN'S SPECIAL SCHOOL & COLLEGE

CRITICAL INCIDENT POLICY

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Approved by: SJS Finance & Facilities Committee

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ST JOHN'S SCHOOL

CRITICAL INCIDENT POLICY

Introduction

St Johns School, under normal circumstances, provides a safe and secure environment for children to learn, develop and grow. Unfortunately, crises or tragedies can occur and can result in significant distress for all individuals involved as well as for the school as a whole. A school can be affected in a number of ways, for instance, if a pupil or member of staff dies the whole school may feel the loss; or, when pupils who have suffered shock or injury return to school they may need to be treated with particular sensitivity. There are any number of possibilities requiring any number of responses and this policy outlines some of the procedures the school will take if such an incident presents itself.

What Counts as a Critical Incident?

There are three levels of Incident. These are:

- **Level 1** – Major incident involving a large number of children/adults e.g. bus/train crash, major violence
- **Level 2** – Incident involving death or serious assault or other traumatic incident witnessed by children or staff
- **Level 3** – Distress/trauma resulting from an incident such as the sudden death of a teacher or classmate through a road traffic accident for example, but not witnessed by the pupils.

In School:

- the death of a pupil or member of staff through natural causes, such as illness
- a traffic accident involving a pupil or staff member
- a deliberate act of violence, such as a knifing or the use of a firearm
- a school fire or flood
- allegations or actual incidents of abuse against pupils by staff and staff against pupils
- an arson attack on the school

Out of School

- deaths or injuries on school journeys, trips or residential trips
- tragedies involving children from many schools at public events such as football matches
- civil disturbances
- refugee children joining a school, uprooted from their countries and perhaps shocked by wars or atrocities
- abductions / disappearances
- incidents involving the murder of school children that attract the attention of national and international media over prolonged periods
- a civil disturbance or act of terrorism
- a disaster in the community
- a transport accident involving school members

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 show or understand their emotions. In some children the distress can last for months, even years.

Many children at St Johns School may not be able to understand their emotions surrounding a traumatic event, and their behavior may appear unpredictable.

At St John's Special School & College 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 at an appropriate level for the individual. 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.

Preventative and Precautionary Measures

Whilst no amount of planning can totally prevent accidents and problems occurring, it is hoped that some can be prevented and the effects of others minimised by taking sensible precautionary measures.

At St John's Special Special School & College we expect that:

- staff and pupils will be familiar with the school's routines for fire and the evacuation of the school building on hearing the fire alarm
- staff will be familiar with the routines and procedures for dealing with emergencies (as detailed in this policy)
- staff and pupils will be familiar with the school's security procedures, in particular that all visitors not wearing a visitor's badge should be questioned and escorted to the school entrance area
- staff organizing school trips and visits follow the guidelines and write a risk assessment to be signed off by the Head of School
- staff will sign in and out of the premises (via electronic fobs)
- staff are aware of pupils with medical needs or health problems and their individual care plans
- 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

Additionally, in the event of a critical incident the priorities of those adults in charge of the school or trip will be to:

- save life
- minimise personal injury
- safeguard the interests of all pupils and staff
- minimise loss and to return to normal working as quickly as possible

A list of useful contacts will be published in the school office to improve the effectiveness of communication during an emergency. Staff will be informed as to the specific location of this.

Plan to Minimise the Impact of a Crisis

At St John's Special School & College we will follow any guidance given by the Local Authority as well as any advice given by the Police.

The school's reaction to a critical incident can be divided into the following categories:

- immediate action
- short term action

- medium term action
- longer term action

Immediate Action – When a crisis occurs:

- obtain accurate information relating to the incident and relay this to the Head of School (or Deputy Headteacher in her absence)
- ensure staff have an emergency number (mobile) to contact the Head of School as outside lines may be jammed as a response to any incident outside of the school
- The Head of School will contact the parent/carer of the child caught in the incident and ask them to come into school for a full briefing if this is appropriate. (This may not be appropriate if the parent/carer needs to go to a hospital if the child has been seriously injured). Parents/carers need to be informed of all available facts as early as possible
- the Trustees and appropriate officers in the Local Authority will be contacted and notified of the incident so that appropriate assistance can be given
- staff will be informed as early as possible. It may be necessary to relieve the Deputy Headteacher from her duties if she is required to support the careful management of the crisis
- ensure any incoming calls by other parents or agencies are answered. A record of who has phoned will be kept so the school knows who else needs to be contacted
- all other parents/carers will be informed that a significant incident has occurred and the result of this may be that their child will be upset. Any parent who is distressed will be offered support and telephone numbers given of agencies which can help
- a telephone call will be made to inform our neighbouring schools that an incident of significance has occurred if necessary
- the school will contact the Local Authority press officer for advice regarding dealing with the media. All guidance will be adhered to. No member of staff or member of the Trust Board will talk to the media unless previously arranged. Additionally, all parents/carers and children will be asked not to talk to the media in the best interests of the children, staff and school as whole. It is expected that the LA press officer will deal with any request for television, radio or newspaper interviews. All enquiries will be directed to and through the press officer who will (if required) arrange to have a briefing session with the press
- pupils will be informed of what has happened in a factual but sensitive and appropriate way so to avoid any misunderstanding. Facts only will be shared and staff will not share any personal comments or speculations. They will be told as close to the time that parents/carers are informed
- school routines will continue (as far as possible). This is to ensure the children feel secure and know there is stability in school
- if the incident has resulted in a death, the Head of School will enquire as to the burial customs of the family (some religions hold their funeral services within 24 hours of death). This will include whether sending flowers, for instance, is appropriate

Short Term Action

Once it is confirmed that St John's Special School & College is facing a major crisis the following will be followed:

- ensure children receive any medical or first aid support they require and that they are physically safe from any further harm
- ensure children are re-united with their families as soon as practicable. If necessary, organise for families to be taken to their children
- make contacts with other professionals and organised support for any member of staff

or child who requires professional help. The Head of School has responsibility for ensuring that the right professional support is in place for the children. If appropriate, set up a regular support group, counselling sessions and someone who will monitor and access the children's and/ or staff's needs and their well-being

- if a child or a group of children have been personally affected by the incident, all other children need to be given time to make cards and send messages as appropriate
- staff need to be aware that children may show a reaction in their play and learning and that this can be a normal reaction to significant events. Staff need to make observation notes and keep careful records of any behaviour that is unusual for the child. These should be shared with the parent and the Head of School must be informed. Appropriate support will be put in place if this is required
- organise a debriefing session for staff by an experienced person from outside the school if appropriate
- The Head of School will contact the families of those who have been hurt or bereaved and express sympathy and give support

Medium Term Action

Careful and sensitive planning is required to ensure pupils, staff and the whole school community recover as quickly as possible and that stability is recreated.

At St John's Special School & College we will:

- make sensitive arrangements for the return to school
- arrange support for affected staff. Staff may need to have their own needs met and the Head of School will contact any appropriate outside consultants or agencies to assist with this
- liaise with parents regarding what help has been put in place, a list of people who can offer further support and who to contact if parents have any further concerns about their child
- decide about attendance at funerals
- ensure staff and parents/carers are aware of how they will be kept up to date with their child's progress in school. The Head of School will contact any parent/carer personally and establish a plan of communication.

Longer Term Action

At St John's Special School & College we recognise that the effect of any crisis can last for many years. The following will be considered:

- introduce strategies to continue monitoring the most vulnerable pupils and staff. All new members of staff will be informed of the events that took place and additionally, have access to any monitoring notes made
- consult and decide on whether and how to mark the anniversary of the event
- plan how to deal with any legal processes, enquiries and even news stories that may bring back distressing memories and cause temporary upset within the school

OTHER ASPECTS

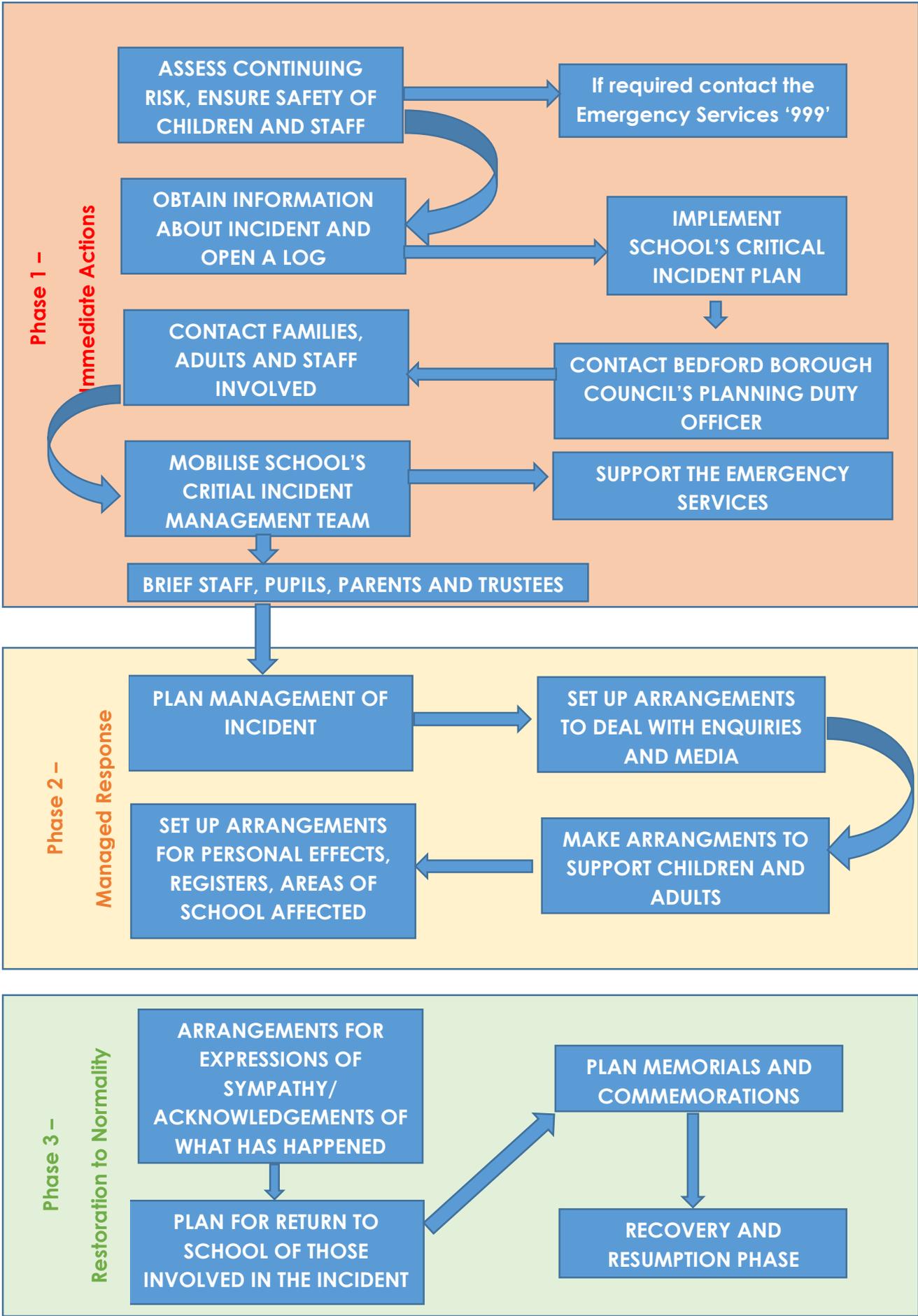
Significant Damage to the School Premises

If the school building is not safe to be used as a place of learning the Head of School will contact the Local Authority guidance in the hope that alternative arrangements can be made quickly.

Parents will be informed that the school has been closed at the earliest opportunity so that appropriate child care can be secured. Information regarding the closure of the school will be through contacting the local radio station, contacting parents and through phone calls and text/email messages. The school will not reopen until all health and safety regulations have been met. We will always put the safety of our children and staff first.

Section 2 – Roles and Responsibilities

During an incident, the following roles and responsibilities need to be designated to separate members of staff. However, depending on school arrangements, it may be that roles could be taken on by more than one member of staff, or that a member of staff takes on more than one role.



2.1 Roles and Responsibilities - Co-ordination

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	If the incident has occurred on an educational visit: <ul style="list-style-type: none"> ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support ▪ Discuss arrangements for notifying and reuniting parents 	
C3	Assign members of staff to relevant School Emergency Management Team (SEMT) roles: <ul style="list-style-type: none"> ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management 	
C4	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C5	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C6	Ascertain the whereabouts of all pupils, staff and visitors. Ensure the emergency services are aware of anyone who is unaccounted for.	
C7	Inform the Trust Board as appropriate.	
C8	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	
C9	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C10	Ensure that regular briefings are given those involved	
C11	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C12	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C13	Seek advice on legal and insurance issues, if appropriate.	

C14	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	
Ref'	Co-ordination - recovery	Tick / sign / time
C15	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C16	Ensure that post incident support is available to all who may require	
C17	Organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C18	Complete any necessary forms / paperwork.	
C19	Arrange a debrief for school staff involved in the response.	
C20	Represent the school at other debriefs which may take place.	
C21	Initiate a review of the school emergency plan.	
C22	Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.	

2.2 Roles and Responsibilities - Business Continuity

Ref'	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications. 	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	
Ref'	Business continuity - recovery	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

2.3 Roles and responsibilities –Communications

Ref'	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO2	Record a new message on the school answer phone if appropriate.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	
Ref'	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. 	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	
Ref'	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual	

	learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

2.4 Roles and responsibilities – Log Keeping

Ref'	Log-keeping - initial response	Tick / sign / time
LK1	Attend SEMT briefings. Keep a log of important information, actions taken and decisions made.	
LK2	Ensure that each member of staff keeps an incident log.	
Ref'	Log-keeping - ongoing response	Tick / sign / time
LK3	Provide administrative / secretarial support to the SEMT.	
LK4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
LK5	Record details of any expenditure incurred by the school.	
Ref'	Log-keeping - recovery	Tick / sign / time
LK6	Collate all incident logs, making copies if necessary.	
LK7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	

2.5 Roles and responsibilities - Media Management

Ref'	Media management - initial response	Tick / sign / time
M1	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M3	Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.	
M4	Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M5	Arrange for an appropriate member of staff to act as a spokesperson.	
M6	Be prepared to be interviewed by the media.	
Ref'	Media management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the SEMT, emergency services and other organisations as appropriate.	
M9	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services.	
M10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (especially through the use of mobile phones).	
Ref'	Media management - recovery	Tick / sign / time
M12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
M13	Be aware of media interest in memorials or anniversaries of the event.	

2.6 Roles and Responsibilities - Resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. oxygen, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: <ul style="list-style-type: none"> ▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. ▪ Ensure that media access to the site is controlled. 	
Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> ▪ SEMT briefing room ▪ Briefing area for parents / carers ▪ Media briefing room. 	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	
Ref'	Resources - recovery	Tick / sign / time
R10	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
R11	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	

R12	Procure temporary classrooms if appropriate.	
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2.7 Roles and Responsibilities - Welfare

Ref'	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: <ul style="list-style-type: none"> ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) ▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident). 	
Ref'	Welfare - ongoing response	Tick / sign / time
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W4	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W5	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils..	
W6	Where possible, every child should to be spoken to, and asked if they are alright, before they leave school.	
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W8	Ensure that staff take regular rest periods.	
Ref'	Welfare - recovery	Tick / sign / time
W9	Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

2.8 Roles and Responsibilities - Educational Visit Leader

Ref'	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the head of School (or nominated emergency contact) to ask for support.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> ▪ Contact details ▪ Maps ▪ Insurance policies 	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	
Ref'	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the head of School / nominated emergency contract. Continue to liaise with the emergency services	
E14	Continue to brief staff and allocate tasks on a regular basis.	

E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the Head of School (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number. 	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	The Head of School (or nominated emergency contact) will assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	
Ref'	Educational visit leader - recovery	Tick / sign / time
E26	Complete any necessary forms / paperwork.	

APPENDIX 1 - POST INCIDENT SUPPORT

Ref'	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences in an appropriate way. Do not discourage pupils from talking about their experiences.	
P5	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P6	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P7	Send a letter to parents / carers with information on: <ul style="list-style-type: none"> ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the school ▪ Who to contact if they would like additional support. 	
P8	Maintain regular contact with parents / carers.	
P9	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P10	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
Ref'	Post incident support - general actions	Tick / sign / time
P11	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P12	Consider requesting support from other organisations.	
P13	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P14	Cancel or rearrange any events which are inappropriate.	

P15	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P16	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P17	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
Ref'	Post incident support - returning after a period of absence	Tick / sign / time
P18	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P19	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> ▪ Initial part-time attendance ▪ Alternative methods of teaching 	
P20	Ensure that all staff are aware of the need for sensitivity.	
Ref'	Post incident support - funeral arrangements	Tick / sign / time
P21	Contact bereaved families to express sympathy on behalf of the school.	
P22	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P23	Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service.	
Ref'	Post incident support - remembrance	Tick / sign / time
P24	Taking into account the wishes of the family, consider providing a suitable memorial at the school:	
P25	Be aware of important dates which may need to be prepared for. E.g.: <ul style="list-style-type: none"> ▪ Birthdays ▪ Christmas ▪ Mother's day ▪ Father's day ▪ Anniversary of the event. 	
P26	Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates.	
P27	Be aware of renewed media interest near anniversaries of the event.	

APPENDIX 2 – SHELTER IN PLACE

Shelter in Place is when there is a hazard outside of the school building. This could be environmental, such as a smoke cloud or suspected chemical leak, or an intruder in the school's grounds. Actions to be taken include closing doors and windows and ensuring ventilation systems are switched off.

Different warning signals should be used for these different circumstances. What signals used should be decided upon by individual schools as alarms system capabilities differ between schools. It may be that they can be set to sound the normal fire bell noise and also a separate pulsating signal to signal shelter in place. If your alarm does not have this capability, then an air horn or manual bell could be used.

Signals	
Signal for shelter	Tannoy through phone system
Signal for all-clear	Tannoy message through phone system

Upon hearing the shelter signal, take the action below.

Ref'	Initial response - shelter	Tick / sign / time
S1	Ensure all pupils are inside the school building.	
S2	If appropriate, move pupils away from the incident (e.g. to the other side of the building).	
S3	Dial 999, if appropriate	
S4	If sheltering from an environmental hazard (e.g. a smoke plume) ensure all doors and windows are closed and ventilation / air circulation systems are switched off.	
S5	Check for missing / injured pupils, staff and visitors.	
S6	Reassure pupils and keep them engaged in an activity or game.	
S7	Notify parents / carers of the situation.	
S8	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

APPENDIX 3 - LOCKDOWN

Signals	
Signal for lockdown	Tannoy message through phone system
Signal for all-clear	Tannoy through phone system
Lockdown	
Rooms most suitable for lockdown	All rooms away from doors and windows to the outside, hall, ILSR, library, Primary ICT suite, activity room, Secondary ICT suite
Entrance points (e.g. doors, windows) which should be secured	All main entrances secured through fb system
Communication arrangements	<ul style="list-style-type: none"> ▪ Classroom telephones ▪ Mobile phones ▪ Instant messaging / email
Notes	

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.

Ref'	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> ▪ Block access points (e.g. move furniture to obstruct doorways) ▪ Sit on the floor, under tables or against a wall ▪ Keep out of sight ▪ Draw curtains / blinds ▪ Turn off lights ▪ Stay away from windows and doors. 	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

APPENDIX 4 - SCHOOL CLOSURE

Ref'	Generic actions - initial response	Tick / sign / time
SC1	<p>Assess the need for closure. Consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> ▪ Partially opening the school to some pupils ▪ Asking a buddy school for assistance ▪ Purchasing infection control supplies (in the event of a public health incident). 	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	<p>Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform:</p> <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ Local radio stations ▪ The local authority. 	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

If the school is likely to be closed for a significant period of time, consider the actions below.

Ref'	Generic actions - ongoing response	Tick / sign / time
SC8	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
SC9	Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.	
SC10	Ensure the security of the school premises.	
SC11	Put in place arrangements for remote learning	

APPENDIX 5 - BOMB THREATS

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

Time of call:

Telephone number you were contacted on:

.....

.....

Exact wording of the threat:

.....

.....

+ Stay calm. Being cautious, and without provoking the caller, try to ask the questions below.

Where is the bomb right now?

What will cause it to explode?

.....

.....

When will it explode?

Did you place the bomb? If so, why?

.....

.....

What does it look like?

What is your name?

.....

.....

What kind of bomb is it?

What is your telephone number?

.....

.....

What is your address?

+ Try dialling 1471. You may get information on where the phone call was made from.

Did dialling 1471 work?

.....

Time the call ended:

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

What gender was the caller?

- Male
- Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a code word?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

- | | | |
|------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Well spoken | <input type="checkbox"/> Impediment |
| <input type="checkbox"/> Loud | <input type="checkbox"/> Poorly spoken | <input type="checkbox"/> Stutter |
| <input type="checkbox"/> Quiet | <input type="checkbox"/> Deep | <input type="checkbox"/> Lisp |
| <input type="checkbox"/> Whispered | <input type="checkbox"/> High pitched | <input type="checkbox"/> Slurred |
| <input type="checkbox"/> Clear | <input type="checkbox"/> Hoarse | <input type="checkbox"/> Other |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Nasal | |

At what pace did the caller speak?

- | | | |
|---------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Quick | <input type="checkbox"/> Slow |
|---------------------------------|--------------------------------|-------------------------------|

What manner did the caller have?

- | | | |
|-----------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Upset | <input type="checkbox"/> Irritated |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Angry | <input type="checkbox"/> Muddled |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Rational | <input type="checkbox"/> Other |
| <input type="checkbox"/> Laughing | <input type="checkbox"/> Irrational | |

Were there any distinguishable background noises?

.....

Notes:

.....

APPENDIX 6 - SUSPICIOUS PACKAGES

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

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

The likelihood of a school receiving a postal bomb or biological / chemical package is low

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"> ▪ Do not touch the package further ▪ Do not move it to another location ▪ Do not put the package into anything (including water) ▪ Do not put anything on top of it. 	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the head of School / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	
Ref'	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
SP7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
SP8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
SP9	Anyone experiencing symptoms of chemical exposure (streaming eyes, irritated skin) should seek medical attention urgently.	

