



Critical Incidents Guidelines for Schools

VERSION 4

**IF YOU ARE DEALING WITH AN EMERGENCY RIGHT NOW
- GO STRAIGHT TO THE
SCHOOL EMERGENCY PLAN**

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Services to People Directorate

PLAN OWNER:	Pat Morgan – Senior Adviser School & Children's Services
APPROVED BY:	Andrew Webb
DATE APPROVED:	February 2011
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DATE TO BE REVIEWED:	June 2017 (Full Review)

THE PERSON RESPONSIBLE FOR THIS PLAN AT THE SCHOOL IS

Name: Gill Holmes

Position: Headteacher

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DOCUMENT INFORMATION

Version History	Version No	Amendments Made	Approved By	Date Approved	Date Issued
	1		Andrew Webb	4/2/11	14/2/11
	2	November 2013	Andrew Webb	1/11/13	1/11/13
	3	June 2015	Phil Beswick		
	4	September 2016	Pat Morgan	1/9/16	1/9/16

Document Name	Critical Incident Guidelines for Schools
Purpose	<p>To provide a structured framework which allows schools to prepare for a range of incidents; occurring at school or off-site in accordance with educational activities, involving pupils, staff and others or impacting upon the school community.</p> <p>This guidance relates to both emergency response and business continuity aspects, outlining the actions, roles and responsibilities in responding to critical incidents.</p>
Contact for Further Information	Pat Morgan: Senior Adviser School & Children's Services
Location of Document	School Support Services

The plan has been reviewed in accordance with the Council's Equality Impact Assessment model.

Applications for discussion under the Freedom of Information Act should be sent to the Local Authority Freedom of Information Officer.

FOREWORD

Corporate Director, Services to People

Our schools are well versed in dealing with day to day incidents and manage these very effectively throughout the year. There are some incidents that thankfully happen rarely, which are of a serious or critical nature and that can have a dramatic effect on the school and all those involved. This revised guidance is intended to assist you in planning to ensure that systems are in place that helps the school community to manage such circumstances as well as giving you the knowledge about the support that is there for you from the Local Authority and other organisations.

The Management of Health & Safety at Work Regulations 1999 require that procedures for serious and imminent danger be established and that Risk Assessments should be used in order to ascertain 'what could go wrong' and how to react. I know that there is a long history of effective risk assessment in Stockport following the previous guidance and many of you have your systems in place, and indeed have rehearsed various scenarios with your incident management teams. This has contributed greatly to the low ratio of 'incidents' across the Borough over a number of years.

Although the likelihood of an event happening, no matter how minor or serious, is low; feedback from those who have been faced with different situations has highlighted how much better the response was where the incident had been 'rehearsed' previously and a procedure was in place, which was clearly understood by everyone, and was well documented.

I expect that this document will be used in a variety of ways across the Borough and in conjunction with your Business Continuity Plans. Some of you will have excellent policies in place already, but I strongly urge you to follow this guidance in preparing your own plans and procedures to ensure a consistent approach across the whole of Stockport.

I commend these guidelines to you and assure you that the Officers of Services to People (StP) in Stockport will offer you their full support in your endeavours to implement them in your own school.

I would also extend thanks to all who contributed to this document.



Andrew Webb
Corporate Director, Services to People

Critical Incident Guidelines

SCHOOL DETAILS

Head Teacher: Mrs Gill Holmes

Deputy Headteacher: Mr Phil Ryan

Assistant Headteacher: Mrs Debbie Robinson

Telephone Number: 0161 428 7992

Insert Full Name of School:

Lum Head Primary School

Insert Full Address of School:

Troutbeck Road, Gatley, Stockport, Cheshire, SK8 4RR

Map of Surrounding Area: Appendix 22
School Floor Plan: Appendix 23

INTRODUCTION TO CRITICAL INCIDENTS GUIDELINES

Handling crisis is a normal part of school life. Some incidents, however, are of a more critical and overwhelming character in which staff, pupils and parents/carers may experience acute, even prolonged, distress. Schools in Stockport have, for instance previously faced:

- the serious injury or fatality within the school;
- incidents charged with profound emotion;
- incidents attracting unusual and a high level of attention from the news media;
- major arson attacks;
- incidents involving serious threat;
- serious health related scenarios;
- any of the above and/or other incidents with extremely unusual circumstances which produce a high level of immediate or delayed emotional reaction, surpassing the individual's normal coping mechanisms.

The following guidance draws on the experience in Stockport and elsewhere over recent years. It uses the experience of schools that have been through a critical incident. It is not intended to be prescriptive or to attempt to cover all possible events. A major fire outside school hours or a serious accident on a school trip or major community incident will require different types and scales of response, and will involve different agencies.

These guidelines are designed:

- to help schools develop plans to respond to a critical incident;
- to provide practical guidance and reference during such an event;
- to train and exercise key staff in preparation for such an event.

The nature and timing of a particular incident will impact on the response. This information relates to all eventualities from events affecting the school to a wider community disaster.

The information contained in this guidance is intended to enable schools to manage their own difficulties, drawing on their own resources and access additional support, advice or information from the StP and other agencies where appropriate.

Critical Incident Guidelines

Although the likelihood of an event happening is low, feedback from those who have been faced with difficult situations clearly highlights having 'rehearsed' for an incident would have enhanced their confidence in coping with the reality.

The Services to People Directorate (StPD) will continue to support schools in any significant incident. Schools are not expected to cope alone with incidents involving for example, loss of life or anything that attracts intensive media interest. If in doubt, please use the contacts listed in this document.

In this respect the work of the StP Psychology Service could be of major benefit, particularly in relation to bereavement and crisis in schools. This team have undertaken research on behalf of Stockport and built up a range of tailor made support to schools, including individual and group support to schools, information packs, standardised letters etc.

Response to these ranges of incidents can be very demanding on staff and pupils and it should be recognised that some staff will not be able to engage in this work at certain times. Support to all staff at such times is critical.

MANAGING THE RESPONSE TO CRITICAL INCIDENTS IN SCHOOLS

Thinking Ahead - Being Prepared

It is self-evident that a school which has anticipated a critical incident, and laid plans for managing a response, is likely to handle the actual event more effectively and confidently. If we know who will assume key roles, have checklists and procedures in place, up to date contact lists, a tested framework for communications and some practised skills to draw on, then our response to a crisis will be more assured than even the most intelligent improvisation. This booklet is designed to encourage and support pre-planning. Each critical incident is unique; the range and complexity of issues in Stockport and elsewhere are enormous. We cannot plan for every eventuality and we would be mistaken if we planned on the basis of the most recent or most publicised experiences. By their very nature and definition, critical incidents tend to disorientate and overwhelm those involved. Although the journey through this sort of crisis is always going to be difficult, planning ahead is a necessary precaution and can be crucial.

What must schools do to prepare?

Every school must put in place documented procedures and ensure that staff and governors are familiar with them. This document is designed to allow schools to apply control methods that work best for their individual environment.

Key elements include:

- Identify a plan owner with responsibility for reviewing the document and associated training and exercising. It would be useful if this person was also responsible for the schools Business Continuity Plan as they inter-relate.
- Establish a group of staff to study this booklet (and other literature and experience) and formulate an action plan to follow it through.
- Identify a School Incident Management Team (SIMT) who, collectively or individually, could take a lead in an emergency. Commission key roles; include Governors, administration and site staff.
- Ensure basic information, contact lists, emergency evacuation procedures and accommodation, communication and procedures etc. are in place, known to all staff and kept up to date (including reference to changes in legislation, StP guidelines etc.).
- Carry out a simulation exercise to explore how a critical incident might unravel. Identify and pursue, as part of the School Development and Business Continuity Plan, additional needs for planning, training, skills development and raising awareness.

Critical Incident Guidelines

- Ensure that governors and all members of the school community, including parents/carers, are aware of the existence of a planned response. Colleagues should be aware that a Governors Training Package has been put together. Details are included in the School Governor Development training programme.
- Ensure timescales for review, updating and monitoring are securely in place.

The School Support Services Team is available to advise schools/governing bodies where required and the StPD has formed its own Incident Management Team (**see Appendix 19: page 73**).

CRITICAL INCIDENTS; LEVELS, EXAMPLES AND FLOW CHARTS

What is a Critical Incident?

A Critical Incident is not necessarily an event that attracts large media attention or results in a fatality, although clearly in defining 'critical', such events are the usual ones that spring to mind. Definitions of 'critical' vary from individual to individual.

In short a critical incident may involve the following:

- serious injury or fatality within the school;
- any incident charged with profound emotion;
- any incident involving serious threat;
- any incident with extremely unusual circumstances which produces a high level of immediate or delayed emotional reaction, surpassing the individual's normal coping mechanisms.

The majority of 'critical' incidents can be categorised into broadly three levels, each requiring a different input from both the school and others e.g. emergency services, StPD, multi-agency involvement through Safeguarding Serious Case Reviews etc.

The following table gives examples of the Levels of critical incident, the recommended initial response, and action typically required for each level.

Please see overleaf for the personnel involved in colour coded responses.

Critical Incident Guidelines

Response	Level 1 (Red)	Level 2 (Amber)	Level 3 (Green)
	Immediate	Immediate	May be able to wait until working hours
Setup SIMT	Yes	Yes	Occasionally
Contact LA	Yes (Red Contact)	Yes (Red/Amber Contact)	Yes (Green Contact)
Emergency Services	School will contact	School will contact	School will contact
SMBC Health, Safety & Wellbeing Service	StPD will contact	StPD will contact	School to contact
SMBC Communication & Marketing Team	StPD will contact	StPD will contact	School to contact SMBC Communication & Marketing Team
Diocesan Contact	StPD will contact	StPD will contact	School to contact

Note 1: See Flow charts on pages 14 – 16.

Note 2: Contact numbers Appendices 18, 19, 20 and 21

Level 1 Examples

- Tragedies involving pupils from many schools e.g. Soham murders (2002), Buncefield fire (2005), Cumbria shootings (2010), Leeds staff murder (2014), Edinburgh pupil death in school (2014).
- Deaths or injuries on school journeys.
- Death of a pupil or member of staff as a result of an accident at school.
- Unlawful killing or serious act of violence of a parent/carer, pupil or members of staff on school premises.
- Suicide of a pupil, parent/carer or member of staff.
- A deliberate act of violence on school premises, such as a knifing, the use of a firearm etc.
- Pupil or teacher being taken hostage (from/within school).
- A major school fire or explosion causing extensive damage.
- Bomb or Terrorist threat.
- Exposure to contaminated materials/airflow.

Critical Incident Guidelines

Level 2 Examples

- Unexpected death of a pupil or member of staff through natural causes e.g. meningitis. (Including the prompting of whole school vaccination).
- Extensive vandalism to school building necessitating temporary closure.
- Temporary closure as a result of adverse weather conditions.
- Accidental deaths of pupils or colleagues out of school hours not on a residential trip and unconnected with a school event.
- Serious damage to school premises.
- Physical/sexual abuse of a pupil during term time (on or off site).

Level 3 Examples

- Physical abuse of staff by a pupil/parent/carer/intruder/staff.
- Death of member of staff or pupil through illness e.g. cancer.
- A non-fatal traffic incident involving a pupil/member of staff.
- Other building related issues leading to temporary closure e.g. lack of heating, electricity, water etc.

Head Teachers who have experienced such events comment upon a number of important factors. These include:

- the suddenness of the occurrence;
- the shock effect;
- the apparent uniqueness of the occurrence;
- the publicity and media attention which can sometimes follow;
- the need to communicate with a number of people quickly;
- the need for support to be available very rapidly for those directly affected, and for the larger number who might be indirectly affected;
- the need that they and senior members of staff have for support.

In serious incidents (Levels 1, 2 or 3), schools and the StPD need to act in partnership.

Critical Incident Guidelines

It is important to draw a distinction between Level 1 incidents i.e. major incidents which require a multi-agency response, and Level 2/3 incidents. The Association of Greater Manchester Authorities Civil Contingencies & Resilience Unit has prepared plans for civil emergencies which often involve the use of school premises. Stockport Council's 'Emergency Response & Recovery Plan' contains information and plans for the management of various aspects of a major civil incident. These plans and procedures would automatically fall into place in the event of a major incident. In such a major emergency, separate arrangements are made by the Council.

A copy of the Emergency Response & Recovery Plan is publicly available on the Council Intranet via the Civil Resilience pages.

Critical Incident Guidelines

Critical Incident Level 1 – RED

Examples:

Death or multiple injuries on school trip
Unlawful killing or serious act of violence
Pupil or Teacher being taken hostage
Major Fire or Explosion causing extensive damage

Response:

Immediate Action

Set up School Incident Management Team

School to inform Local Authority

For details see School Contacts – page 71
(if out of hours)

Control Room Council 24 hour contacts
Control Room holds the Council's 24 hour
Emergency Contacts List

Pat Morgan Senior Adviser School &
Children's Services

Phil Beswick Director Education Services

Chris McLoughlin Service Director
Safeguarding/Prevention

**School to inform Emergency Services
999**

**Local authority to contact
SMBC Health, Safety & Wellbeing Service,
Civil Resilience and Communications &
Marketing Team**

Critical Incident Guidelines

Critical Incident Level 2 - AMBER

Examples:

Unexpected death of a pupil or member of staff through natural causes e.g. meningitis.

(Including the prompting of whole school vaccination)

Extensive vandalism to school building necessitating temporary closure

Temporary closure as a result of adverse weather conditions

Accidental deaths of pupils or colleagues out of school hours not a residential trip and unconnected with a school event.

Response:

Immediate Action

Set up School incident Management Team

School to inform Local Authority

**For details see School Contacts – page 71
(if out of hours)**

**Control Room Council 24 hour contacts
Control Room holds the Council's 24 hour
Emergency Contacts List**

Pat Morgan

**Senior Adviser School &
Children's Services**

Barry Kirkman

Partnership Support Officer

Lisa Wilton

Client Services Officer

**School to inform Emergency Services
999**

**Local authority to contact
SMBC Health, Safety & Wellbeing Service, Civil
Resilience and Communications & Marketing Team**

Critical Incident Guidelines

Critical Incident Level 3 – GREEN

Examples:

Physical Abuse of staff by any pupil/carer/intruder/staff
Expected death of a member of staff or pupil through illness
A non-fatal traffic accident involving a pupil/member of staff
Other building related issues leading to a temporary closure.

Response:

May be able to wait until working hours

Occasionally there may be a need to set up the School Incident Management Team

School to inform Local Authority

For details see School Contacts – page 71

Control Room Council 24 hour contacts
Control room holds the Council's 24 hour
Emergency Contacts List

Pat Morgan – Senior Adviser School & Children's Services
Barry Kirkman – Partnership Support Officer
Lisa Wilton – Client Services Officer

School to inform Emergency Services
999

Local Authority to contact
SMBC Health, Safety & Wellbeing Service, Civil Resilience
and Communications & Marketing Team

INITIAL ACTION

Initiating immediate action requires a School Incident Management Team (SIMT) based on the senior management team of the school and Chair of Governors or equivalent. Depending on the type of incident the SIMT may wish to seek advice and guidance from the Corporate Health, Safety and Wellbeing Service who can offer direct support on a range of health & safety issues, accident investigation, liaison with enforcement officers and risk assessments.

1: Gather Information

This section uses a serious incident off school premises as an example of the actions required. The Incident Information Sheet can be found under **Appendix 11**.

Information required

- What has happened?
- Where and when?
- Name and contact number of an adult at the incident site.
- Extent of injured, name and contact number of adult present.
- Is help required from the school?

SIMT also needs to know

- Who has been informed?
- What has been said?

NB. If an incident involves the Police, they will take control of certain management issues.

2: Brief School Incident Management Team (SIMT)

See Roles and Responsibilities Chart under Appendix 12

- Whilst it might seem dramatic to have a school incident management team (SIMT) prepared, it does ensure that action is effective and efficient. Key people then know what to do and check the necessary steps are taken. A major incident can be shocking and disorientating so prepared procedures are essential.
- There needs to be a strategy meeting at the earliest opportunity where people can be gathered to plan and co-ordinate the school response.
- A SIMT may include the leadership team, administration and site staff, along with appropriate adults not necessarily from the school community.
- Competence, reliability and availability should determine membership of the SIMT rather more than school structure or status.

Critical Incident Guidelines

- Where there is a need for continued supervision of children and young people, adults other than staff (e.g. governors, parents/carers or minister) are invaluable. Please note the necessity for Criminal Records Bureau (CRB) checking of individuals asked to supervise children/young people.
- It is suggested that the SIMT meets at least annually to update names, contact numbers checklist and procedures.

3: Contact StPD through designated contacts (See Appendix 19)

- The Schools Support Service provides support to schools.
- They will also alert Corporate and Service Directors, Communications & Marketing Team (for media), Corporate Health, Safety & Wellbeing Service, Civil Resilience, Carillion, Human Resources, Psychology Service and Solutions SK: 24 hour control room and security service.
- They will inform the StP Incident Management Team who can offer support immediately and later.
- For Level 1 - Red incidents schools should immediately contact the Corporate Director or a Service Director, or in their absence one of the other senior nominated staff e.g. Senior Adviser – School & Children’s Services.
- Establish clearly who is being contacted and by whom.

4: Designated place for an incident management room and a dedicated telephone line

- There is the possibility of the school line being inundated with incoming calls from anxious parent/carers. This can be completed through some dedicated line by updates on the schools website/parental text line being both informative yet sensitive in the messages given. The person or team dealing with incoming calls should provide an agreed factual statement, having sought appropriate guidance from LA contacts, along with reassurance of action being taken at the incident site. It is important to avoid speculation and not to make statements about further information or developments unless confident that it will be achieved. **A list of predetermined, dedicated outgoing lines is required.** Efforts should be made to restrict the use of personal mobiles - uncontrolled use of mobile phones, even if well intentioned can cause major problems - duplication, misinformation or confusion. On trips this will also help to preserve battery life; providing greater resilience through continuity of communications. Schools may wish to also consider using local radio and their own school web-sites to disseminate information.
- Governors can be kept informed through a previously agreed cascade initiated by the SIMT member.

Critical Incident Guidelines

5: Contact families/carers whose children are directly involved

- Regularly review and update contact lists.
- This has to be done quickly and with sensitivity. It points to the need for the names and contacts of any excursion party or individual involved to be centrally available. Consistency of information is vital so it is best to avoid using a chain of communication. If a parent/carer cannot be contacted by telephone/parent text it may be necessary to use either a reliable neighbour (or another parent/carer) or a note through the door asking them to telephone a given number. Any message should relay known information and assurances of appropriate action being taken and should indicate if further information will be made available.
- It may be appropriate for parents/carers to come into school to be ready for further information. Some people are likely to need immediate emotional support. The School's Incident Management Team in conjunction with the StPD will provide this immediate support.

6: Make arrangements for informing other parents/carers

- If there is any possibility of legal liability, police action, or a health and safety issue, the StPD Incident Management Team should be contacted before the school issues information to parents/carers.
- It may be sufficient to inform parents/carers by sending a letter with children/young people. In some cases it will be appropriate to call a meeting at school, especially if the incident is one which will generate concern about some aspect of the school's organisation (e.g. injury following violence at school). The School's Incident Management Team should provide a letter to home as soon as possible.
- A prepared statement should give necessary facts, expression of sympathy/concern and possibly a message for the community. It is important to remember that a prepared statement is likely to be accessible to the media and to seek guidance from the School Support Service/Council Communications & Marketing Team where necessary.
- Heads may wish to contact the StPD Incident Management Team to check the content of any such letters or statements.

7: Inform teaching and support staff

- It is vital that all adults in contact with pupils are kept well informed and feel secure in handling questions and comments. A schedule for updating needs to be arranged e.g. during breaks, at the end of the day or first thing the next morning. Such meetings ensure that knowledge is common and questions are answered. Staff and Governors should be instructed not to talk to the media or respond to questions from reporters or place any information on social network sites.

Critical Incident Guidelines

8: Inform pupils

- This is best done in classes or small groups with particular care being taken to protect and support both children close to someone involved with the incident and staff who are unable to handle the emotions or distress confidently. Children should receive a consistent and open account of the incident as possible/deemed appropriate.

9: Facilitating the media – initially and in the longer term

- Schools are urged to seek advice from the StPD Incident Management Team on responding to enquiries about the incident and particularly before agreeing to be interviewed or releasing names of children, young people and staff.
- School communities will still need to deal with the attentions of the media and should consider a prepared statement and the most appropriate person to respond. Pupils, parents/carers, governors, teaching and other staff may be approached directly by press, radio or TV reporters in the earliest stages of an incident. In an out-of-school incident the media might learn of it before the school via mobiles and social media and may have information at odds with that of the school. In the most difficult circumstances the police will usually assist with media matters.
- In some instances media interest might persist over a period of days and possibly be re-triggered by a funeral, court action or anniversary.

Guidance Points

- Seek the assistance and advice from the Council's Communications & Marketing Team.
- Prepare an agreed text for release to the media and/or a script from which anyone confronted by the media can speak. If possible ensure that a designated spokesperson, briefed and prepared, makes the direct response for the school.

FURTHER ACTIONS

1: Develop a plan for handling the feelings and reactions of people

- Refer to Appendix 5 and Appendix 8 of the Plan.

2: Encourage people involved to talk about the incident

- In some instances people involved (children, young people and staff) should be able to talk about the incident before going home and venues/support should be made available. Advice and support should be sought from the StPD Psychology Service.

Critical Incident Guidelines

3: Possible further information to parents/carers not directly involved

- Prepare general information releases via school and SMBC websites etc.
- Ensure parents/carers of children connected with the school e.g. children in other classes, relatives at the school, but not directly affected are informed of the incident and other relevant details.
- Inform the wider school and local community.
- Inform school partners e.g. 'feeder' schools/nurseries, service providers.

4: Maintain contact with emergency services, professional agencies and other groups involved

- The response needs to be appropriate to the severity of the incident. However the severity of the incident could be perceived very differently at different times depending on recent events at the school. For example, a death of a pupil through suicide may be dealt with as a Level 3 incident by one school but seen as a Level 2 by a school which is just recovering from a major fire. Schools will need different levels of support at different times.
- A school's contingency plan will need to be flexible, particularly to address the possibility of the incident occurring during a holiday. A school party will have home contact numbers and if an incident involves children not on a school activity e.g. the abduction of a child, information might come first from the media. The Headteacher, staff and governors need to be cautious in responding to 'on the record' questions. It is essential both to avoid and discourage speculation.

INTERACTING WITH THE MEDIA

“Do’s” in facing the news media:

- ✓ Do respond to what and when questions.
- ✓ Do tell your story quickly, accurately and get your key message(s) across.
- ✓ Do consider, where possible, the needs of your audience.
- ✓ Do choose your own time when to report to the media.
- ✓ Do prepare and rehearse so that everybody is given the same story.
- ✓ Do recognise that the media may ask specific questions to trigger an emotional response.
- ✓ Do get YOUR message across – use the media as a means of sharing accurate information.

“Don’ts” in facing the news media:

- x Don’t reply to why and how questions.
- x Don’t speculate.
- x Don’t bluff or lie.
- x Don’t make ‘off the record’ comments.
- x Don’t make promises you cannot keep.
- x Don’t make excuses or blame others.
- x Don’t respond to ‘blind quotes’ (e.g. “one of your staff tells me that... do you agree?”).
- x Don’t say “no comment” - explain why you cannot comment.
- x Don’t allow words to be put into your mouth e.g. “would you agree that...?”

How you present and respond is as crucial as what you say.

- Effective, direct communication within the school community can limit the impact of sensational media coverage.
- Pupils, all staff, governors, parents/carers need appropriate, accurate, up to date release of information and encouragement not to speculate or to give currency to rumour.

STAND-DOWN AND RECOVERY

When the emergency services have left the school, or in the case of an incident on a school trip, when pupils and staff have returned home and media interest has subsided, the school can begin the recovery process. Head teachers should work with their Governing Body and School Support Services to develop a recovery plan for the school.

A range of support to aid recovery will be available from across the Local Authority. There may be enforcing officers, some formal inquiries and/or police investigations into the incident, which may continue for some time and require the cooperation and support of school staff, pupils, parents/carers and third parties.

Recovery plan checklist

As soon as possible after the emergency:	
Arrange debriefing meetings for staff and pupils.	
Arrange debriefing meetings for the headteacher and SIMT.	
Identify and support high-risk pupils and staff.	
Promote discussion of the incident in class.	
Consider the need for individual or group support.	
Help affected pupils and staff to come back into school.	
Arrange welfare visits to home addresses/hospitals.	
Liaise with parents/carers regarding plans for attendance at funerals.	
Liaise with parents/carers regarding plans for attendance/representation at memorial services.	
Seek advice from the Health, Safety and Wellbeing Service regarding any on-going safety issues, accident investigations, risk assessment, liaison with enforcement officers & RIDDOR reporting requirements.	
Seek advice on legal issues from the Council's legal services.	
Initiate a review of the school emergency plan, evaluating the school's response and feeding in any lessons learnt.	
In the longer term:	
Consult and decide on whether and how to mark anniversaries.	
The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both pupils and staff who are affected.	
Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the school.	
Remember to make any new staff aware of which pupils were involved and how they were affected.	

Appendix 1: Specific Incidents Focussed on People

Physical Assaults on a Student or Member of Staff

When a member of staff or student has been physically assaulted, the matter should be reported to the Headteacher immediately, who should ensure that the following action is taken:

- If the victim(s) requires medical attention, request a first-aid trained member of staff to see to the injury and call 999 if needed.
- Request students not involved in the incident to move away from the area and return to classrooms, if appropriate.
- Where the incident involves a fight or assault between students identify all those involved and request a member of staff to take them to a separate room away from other students.
- If appropriate to the nature of the incident, written statements, which should be purely factual, should be secured as soon as possible from any witnesses, and the names of witnesses should also be obtained.
- If the assault is on a member of staff, they should also prepare a statement as soon as possible.
- The incident should be reported as described in the Policy on Assaults against Staff in Schools and Other Educational Establishments.
- Ideally all statements should be prepared on the day of the incident, but the member of staff should be advised to contact his/her professional association before making the statement if they wish.
- Staff are requested to record as much information as is practicable about the incident and the background to it. The head teacher should hold all statements for reference in any future enquiry.
- If the assailant is an unknown intruder and/or has a weapon of any sort, attempt to move all students and staff to a safe location or room away from the threat and call 999.
- Try to remain calm and reassure the children to prevent panic.
- Do not attempt to restrain any individual that is leaving the school premises, unless it is a pupil and you fear for their safety, and contact the school headteacher or other senior member of staff as soon as possible to make them aware of the situation.
- Assault on its own does not necessarily involve physical injury or contact: the apprehension or fear and expectation of such violence is sufficient to cause trauma.

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- There is no power of arrest for common assault. This does not mean that reasonable force cannot be used to restrain an assailant in the prevention of assault or further assault. However, a police officer has a common-law power to take whatever action is necessary to prevent a breach of the peace.
- Depending on the circumstances of the case, the police may:
 - Decide not to take action.
 - Caution a person who admits the offence.
 - Press charges.
- If the police decide to take no action, it is also open to any other person, including the victim, the headteacher, local authority, governing body or teacher unions and organisations to start a private prosecution.
- An assault causing actual bodily harm is a more serious offence. The essential additional element, when compared with common assault, is the infliction of significant, but not necessarily permanent or disabling, injury. This could include significant bruising, cuts, or other injury requiring medical treatment. It also includes psychiatric harm over and above minor emotional upsets.
- Schools should ensure that adequate procedures are in place to record all incidents of physical or verbal abuse (e.g. harassment, or threatening or abusive behaviour). Whilst these may not necessarily require an emergency response, the recording of such events can be used to note the frequency of such disturbances and possibly indicate wider trends.

Care and Control

All schools should have a care and control procedure, which outlines when physical restraint may be justified, possibly as part of the school's behaviour management policy. The policy should make it clear to staff, parents and pupils what is acceptable and what is not. Guidance can be found in the Services to People directorate Care and Control guidance document for schools (revised 2014).

All Stockport schools have access to Team Teach training delivered within the LA and which provides schools with a holistic approach towards managing challenging behaviour including appropriate restraints. In order to access this training schools should contact Education Access on 0161 474 3971.

There is a wide variety of situations in which reasonable physical intervention might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.
- Where there is risk of a criminal offence being committed

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Examples of situations that fall within one of the first two categories are:

- A pupil attacks a member of staff, or another pupil.
- Pupils are fighting.
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property.
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.

Examples of situations that fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom.
- A pupil is behaving in a way that is seriously disrupting a lesson.

If in doubt or in need of advice ring the Behaviour Support Service on 0161 437 4956 option 2.

Hostage Situation in the School

- If someone is taken hostage in the school premises the school should seek to evacuate the rest of the site and call the police.
- Key areas of consideration if taken hostage:
 - Do not try to intervene or be a hero.
 - Co-operate fully with the instructions of the hostage-taker.
 - Try to remain calm and spread calmness – the children are likely to copy your behaviour.
- If possible, the Incident Manager or nominated deputy should convene key members of the School Critical Incident Management Team outside of the school and make contact with Stockport Council's School Support Service to provide support in managing the incident.
- Students and staff should be separated from the hostage. They should be evacuated from the premises and convened at the designated assembly points or other locations as instructed by the police.
- Attempt to account for all individuals via registers and identify which persons are still inside the building.
- It is likely that the media will be interested in the incident and would be marshalled by police officers at the scene, in liaison with the Stockport Council Communications & Marketing Team and the designated school Communications Officer, where available.
- It is unlikely that students or staff would be able to re-enter the school building following the resolution of the crisis until at least the following day. Therefore, school staff should liaise closely with Stockport Councils' School Support Service and the police to arrange for a safe location to take students until they can be collected by their parents.

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Missing Child/Abduction/Runaway

- Where a child is thought to have been abducted the school should immediately call the Police.
- Where a child is missing the Headteacher should alert relevant staff in the school and institute a search of the school grounds and buildings.
- Consideration will be given to the individual circumstances and the child's records e.g. the child's age, mental capacity, whether the child has never gone missing before or whether the child has a record of leaving school without permission.
- If the child is not found in this immediate search the school should call the child's parents to see whether the child is with them. Care should be taken not to alarm parents unnecessarily, particularly if the student has only been missing for a short period of time and is not thought to have been abducted.
- Teachers should speak to classmates of the missing person who may know of their whereabouts.
- If they are still presumed missing, the school should alert the Police.
- Where the child's behaviour record indicates a history of running away then the school should also contact Stockport Council's School Support Service, who may seek assistance from their educational psychology service and social care teams.
- Where staff are available and where it is reasonable to do so, the areas adjacent to the school or where the child is known to frequent will be searched, in liaison with the police.
- When a pupil goes missing students and staff may be traumatised and some counselling may be needed.
- Irrespective of whether a student goes missing from home or school, it is likely that the school will become involved either directly or indirectly.
- If a runaway returns, he or she will require sensitive reintegrating into school.
- Guidance for managing a missing child when on a school educational visit can be found in the Stockport Council Educational Visits guidance.

Identifying Potential Runaways

- Sometimes a student who is considering running away will regard their teacher as their only trusted adult, so it is important that teachers know what signs to look out for and are able to identify potential children at risk. Some of the unusual patterns of behaviour present in students at risk are:

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- Marked variations in mood, e.g. extreme highs, or outbursts of anger.
 - Appetite change, accelerated weight loss or gain.
 - Depression, lack of motivation, detachment.
 - Lack of concentration, extreme tiredness.
 - Self-neglect.
 - Social changes, disassociation from friends.
 - Absenteeism.
- Other factors which can help to assess risk include: previous history, stress-related symptoms, family breakdown and other significant life changes. Many potential runaways feel isolated and a teacher can help by:
 - Taking time to talk and listen.
 - Not probing or appearing judgemental.
 - Helping the student get appropriate help.
 - Teaching the whole class critical life-skills.

Offensive Weapons

- Offensive weapons include knives and guns, but could also include hand tools or even pencil sharpener blades where these are being used or threatened to be used in an offensive manner.
- As a general rule, the Police will be called to deal with any incident believed to involve a weapon. An assessment should be made of the seriousness of the incident to help the police make their own judgement on the nature and immediacy of the response.
- There may be exceptional circumstances where staff decide they need to take action before the Police arrive.
- It might be appropriate for members of staff to ask a pupil to hand the weapon over willingly or search a pupil who agreed to co-operate. Such action comes within a teacher's authority to discipline a child. However staff are under no obligation to search a pupil themselves. The Police are empowered to undertake a search where a pupil declines to co-operate.
- Teachers should not confront a pupil or person suspected of possessing a weapon in the presence of other pupils if this can be avoided. Preferably two or more members of staff should divert the pupil or person to a place where no other pupils are present.
- It is a criminal offence to carry an offensive weapon or knife on to school premises, including playing fields.
- Where the person suspected of carrying an offensive weapon is not a registered pupil at the school, or where an incident involving a pupil takes place outside school premises, any search should be undertaken by the police.

Trespassers/Intruders

- Schools are private places and any person who enters without permission is a trespasser who may be asked to leave.
- If someone is seen trespassing on the school grounds it may be appropriate for a senior member of staff to ask what they are doing and ask them to leave.
- Students should be kept in the school building when a trespasser is on the premises.
- If a stranger intrudes into the school building itself they should be challenged immediately.
- Students should be kept inside the classroom until an intruder has left the building.
- If necessary, the Incident Manager should contact the police and the School Support Service to request support.
- Schools can take steps to reduce trespassing by implementing the following measures:
 - By making it clear that nobody has unrestricted right of access to the school premises – not even governors, teachers or pupils.
 - By posting notices at entrances to make clear the terms on which people may enter, e.g. report to reception.
 - During the day parents should act as visitors to the school, complying with appropriate school arrangements.
 - Visitors should present themselves at a specified reception point, and follow a sign-posted route to it where necessary.
 - All visitors should sign in and wear means of identification, e.g. visitor's badge.
- Where trespassing becomes a recurring problem, the following additional measures will be considered:
 - The Headteacher (in consultation with the School Support Service and governing body) can issue notices to be posted at the entrances to the school site. Such notices will, of course, be welcoming, but will clarify the terms on which people may enter.
 - Those who have a broad permission to enter (i.e. staff, pupils, contractors, out-of-hours users) will be informed by letter of the limitations both in terms of time and place as to their permission to enter the premises.
 - Writing to the trespasser where they are known to the school and easily contactable – a template for this letter can be found in the Headteacher's Toolkit.
- Such arrangements may not, of course, deter a determined intruder, but they leave no doubt that the school's premises are private and thus provide a clear basis for treating as a trespasser any person who enters the premises without permission.

Appendix 2: Specific Incidents Focussed on Property

Bomb Threat/Suspect Packages

Please Note: A separate bomb evacuation point **at least 600m** away from the premises should be identified.

- If you receive a bomb threat or warning by telephone:
 - Keep calm and attempt to write down what is being said by the caller.
 - Try to keep the caller on the phone and ask questions such as; “When will it go off?”, “Where is it?”, “What does it look like”. The words used by the caller can often indicate how familiar he or she is with your premises, thereby giving some indication as to whether the threat is genuine or otherwise.
 - Where possible note any unusual accent or background noise.
 - Once the caller has hung up notify the Headteacher immediately.
- If you receive a bomb threat or warning by post:
 - Keep physical handling of the letter to a minimum.
 - Notify the Headteacher immediately.
- Contact the Police and School Support Service.
- Do not touch or remove any suspicious object.
- Seek Police advice as to whether the school should be evacuated – this decision is ultimately the responsibility of the school.
- Evacuate the premises if it is necessary to do so using the fire alarm procedure and take a register of persons at the designated bomb assembly point.

Evacuation of the Premises

- All schools should have clear and detailed procedures in place for the evacuation of the building in case of fire or other emergency.
- These should clarify fire assembly points outside of the building which it may be practicable to use in other types of evacuation.
- Evacuation plans should consider the following:
 - Identify several evacuation routes and assembly points (taking into account the needs of disabled staff and students), including a location at least 600 metres from the school.
 - Limit the use of corridors, stairways, exits and walkways during an emergency.

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- Consider the possibility that evacuation could be from inside (classroom) to outside (playground, playing field) or vice versa.
- Consider that partial evacuation may be sufficient in some cases within 600m (for example if the school is made up of separate blocks).

- Include a head-count of all staff and students following an evacuation.
- Include arrangements for contacting parents to let them know where their children have been evacuated to and that they are safe

Fire

- Every school will have its own individual fire routine, the purpose of which is to establish what action is to be carried out in the event of a fire.

- It should be in the form of a written notice and cover the basic facts:
 1. What to do if you discover a fire.
 2. What to do when you hear the fire alarm.
 3. **Calling the Fire Service on 999.**
 4. Evacuation.
 5. Assembly.
 6. Roll Call.
 7. Consider any specific needs i.e. physical or visual/hearing impairment, of pupils/staff, contractors and/or visitors on site.

- If you discover a fire or one is reported to you - operate the nearest fire alarm call point.

- If you hear the fire alarm - evacuate the premises immediately, as detailed in the evacuation procedure for your school.

- Schools should also aim to identify an alternative site to which students and staff could be evacuated to, if necessary during the school day where it is not appropriate to send students home. This is The Kingsway High School, Foxland Road, Gatley.

- Sites that may be considered include neighbouring schools, local community centres, churches etc.

- In the event of such arrangements being required the Police will liaise closely with the school and the local authority Health & Safety and School Support Service to provide support and assistance in moving students to a place of warmth and safety.

- Schools should hold a fire drill at least once a term. Guidance has been produced by Stockport Council's Health & Safety Team and can be accessed on Office Online.

- Evacuation procedures that are successful under practice conditions may be less so in the event of a fire. Fire drills cannot adequately simulate the confusion and uncertainty that can arise in an emergency.

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- Evacuation procedures should make allowance for:
 - False alarms – in some schools there are so many that initiating the evacuation procedure is delayed until the alarm is confirmed as genuine. This practice is dangerous.
 - Full or partial evacuation – in large schools, particularly those with a number of separate teaching blocks/areas if there is adequate fire separation between the blocks. Restricting the evacuation to the block concerned may minimise disruption.
 - Controlling pupils – the first priority of staff is the safety of their pupils. They may choose to lead their class to safety from the front, so that they are best placed to select the safest route. Alternatively they may decide to guide their class from the rear, in which case route-finding may have to be left to the children leading the way. There is no universally correct procedure.
 - Disabled staff and pupils – arrangements must be made for the safe evacuation of those with disabilities that may include learning, physical and sensory difficulties. This is the responsibility of the school not the Fire Service.
 - The inclusion of groups or other users that utilise the school either out of hours or during school opening hours.

Planning Recovery from a Major Fire

- Proper planning supported by staff training can mean that the effects of a major fire are minimised and the school is brought back to normal as quickly as possible. The costs of disaster planning are low, but the benefits can be incalculable.

The following points are worth considering:

- A fire might affect parts of the structure containing asbestos, chemicals in laboratories, gas cylinders and other flammable substances. The location of any potential hazards should be noted on the fire plans and these plans should be made available to the emergency services for their safety.
- If the building, or parts of it, needs to be made safe the local authority Health & Safety Team and School Support Service will liaise with the fire service and organise a contractor who will carry out this work.
- A major fire will disable alarm systems and affect the physical integrity of the buildings. The school site should be made secure immediately after a fire. Not only portable equipment, but also items such as light fittings, radiators and pipe-work are at risk.
- If salvage work is started promptly, much material and equipment can be brought back into full operational order, saving both the cost of replacement and waiting time.
- The local authority Insurance Team will liaise with the school to inform the insurance company, liaise with the loss adjuster and agree the insurance claim.
- If classrooms have to be taken out of use, the Services to People directorate can organise temporary accommodation. If arrangements have been made beforehand, other schools may be able to assist.

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- If the school is to be closed immediately after a large fire, the school should work with the School Support Service to ensure this information is effectively communicated to pupils and their parents.
 - Should the kitchen area of the school be affected by the fire, the Service to People directorate may be able to assist in providing temporary solutions to maintain the running of the school. The Headteacher should ensure that any such needs are identified as soon as possible following the incident.
- Further information on fire precautions and procedures that should be followed by the school is included in the local authority Health and Safety Policies and Guidance.

Flooding

To find out if your school is at risk from flooding visit the Environment Agency website and enter your school's post code. All schools at risk should subscribe to the Environment Agency's 'Floodline' alert service. Visit <http://www.environment-agency.gov.uk> or call 0800 807 060.

- In the event of small scale flooding in the school or school grounds:
 - Contact the Facilities/Site Manager immediately, if there is one.
 - If the flooding comes from leaking or burst pipes or tanks, switch off the stop-tap, isolate the tanks and switch off any heating and hot water plant e.g. boilers and hot water cylinders that are fed from it.
 - In the event of a mains water pipe burst call the water company immediately.
 - If water threatens electrics, switch off the power at the incoming mains.
 - Monitor the situation.
 - If necessary, evacuate the affected area or whole building as appropriate to higher land or property.
 - Contact should be made with the Fire Service if there is significant flooding.
 - The school Critical Incident Management Team should convene and alert Stockport Council's School Support Service of the problem. It may be necessary to send children home or move them to a suitable nearby site.
- In a situation of major flooding, (notably if access to the site is not possible) the Stockport Council School Support Service will provide guidance and assistance, in liaison with the Environment Agency, to manage the flood situation and to assist the local community. It may be necessary to open a reception centre to house persons whose homes or workplace have been flooded.
- Schools which are at particular risk of flooding should discuss site-specific procedures with Stockport Council's School Support Service during the formation of the school emergency plan.
- Priority must be given to the safety of staff and pupils before salvage work commences.
 - Use sandbags, plywood or metal sheeting placed on the outside of doors, window frames and airbricks.
 - Seal doors and windows with silicon sealant.

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- Floodwater can enter through drains, toilets and other outlets such as washing machines. Put plugs into sinks and baths and weigh them down with heavy objects. Place sandbags in the toilet bowls.
- Floodwater can contaminate foodstuffs and chemicals such as paints, garden pesticides and household cleaning products. Store any materials like this high up.

Reducing Flood Damage

- There are some quick and easy ways to help reduce flood damage to school buildings and equipment.
- These steps do not require advance planning and will help if there is only a little time to prepare for a flood. However, they should not be attempted beyond a person's competence to carry them out.
 - Turn off gas, electricity and water supplies at the mains.
 - Disconnect cookers, washing machines, dishwashers, etc. connected by rigid pipes to gas and water supplies. This will prevent damage to the pipes if they move or float during the flood.
 - Unplug all electrical items and store away from the ground floor or high up.
- After flooding:
 - Gas, electricity or water services should NOT be reconnected until systems are checked by an accredited engineer.
 - Appliances affected by floodwater should be allowed to dry out and a qualified electrician, Gas Safe engineer or plumber should be called in to inspect them before use.
- Following a flood, water levels may fluctuate for several weeks. This will depend on drainage and rainfall.
- Repairs should not be attempted until the flooding period has ceased. Builders and other specialists may need to be appointed to get repairs and cleaning up done. On no account should anyone attempt work which is beyond their capabilities.
- As a general rule, flooded school buildings should not be reoccupied until these three steps have been taken:
 - Mud and leaf removal.
 - Cleaning and disinfection.
 - Drying out.
- It is important that cleaning is not attempted if:
 - A building has suffered serious structural damage.
 - A building has large amounts of sediment piled up against it or inside it – the forces placed on the building by this may have made the structure unsafe.

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- While cleaning up is in process, those who are not involved should stay clear, especially children and pregnant women.
- There are health and safety risks involved in cleaning up. A suitable and sufficient risk assessment should be carried out by a competent person. This should identify the hazards involved, the persons at risk and detail any control measures required. Suitable safety precautions are as follows:
 - Protective clothes should be worn (sturdy boots, waterproof gloves and face masks when handling debris) by those doing the cleaning up.
 - Floodwater may be contaminated with sewage, chemicals or rats' urine. Hands should be kept away from the face while cleaning and should always be washed if direct contact is made with floodwater or silt.
 - All cuts and grazes should be washed and covered with a waterproof plaster.
 - No attempt should be made to move heavy objects that could be unstable. This includes fallen trees.
 - Deep standing water or water that is still flowing fast should not be entered.
 - Standing water can obscure holes, undermine foundations and sharp objects such as broken glass. Movements should be slow and careful.

Gas Leak

- If you smell gas, or suspect there is a gas escape, you should immediately do the following:
 - Open all doors and windows.
 - Call the Facilities/Site Manager.
 - Shut off the gas supply at the meter control valve (if you know where it is).
 - Notify the Headteacher of the incident.
 - Evacuate part or all of the premises as necessary.
 - If gas continues to escape, call the gas company on their emergency number.

Heating Failure

- In the event of a failure of the heating system the Headteacher should alert the Site/Facilities Manager who will ascertain the cause of the failure and try to get the system working.
- If this is unsuccessful then the school should contact their appointed contractor to assist restoring heating supply.

Required Temperatures

- The Education (School Premises) Regulations 1999:
 - Set a standard of 21C in areas where there is a lower than normal level of physical activity because of sickness or physical disability including sick rooms and isolation rooms, but not other sleeping accommodation.
 - Set a standard of 18C in areas where there is the normal level of physical activity associated with teaching, private study or examinations.

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- Set a standard of 15C areas where there is a higher than normal level of physical activity (for example arising out of physical education) and washrooms, sleeping accommodation and circulation spaces.
- Failure to reach these temperatures is usually a maintenance issue, but where there is a mechanical breakdown which puts the heating system out of action for any length of time, consideration needs to be given to whether it is appropriate for the building to be occupied.
- Where the above temperatures cannot be maintained in the occupied parts of the school, then the Headteacher should consider whether any of the following actions may be appropriate:
 - Take the affected areas out of use.
 - Provide temporary heaters (N.B. this should be subject of a risk assessment by the Headteacher as there may be hazards such as high surface temperatures, naked flames or fumes from bottled gas depending on the types of heaters to be used).
 - Notify Stockport Council's School Support Service of the difficulty and seek assistance in providing temporary heaters or additional contractors to resolve the problem where possible.
 - If it is not possible to achieve the required temperatures, the Headteacher should consult with Stockport Council's school Support Service to close the school. Consideration should be given to looking after children until they can be collected by their parents, particularly in cold weather.

Appendix 3: Communications in an Emergency

Communications in an Emergency

General Principles and Means of Communications

Communication during and following an incident is, of course, of great importance. One of the greatest demands during an emergency is for information and regular updates. People want to know what has happened and what is going to happen next. Whatever the incident, and particularly if it involves a sudden or traumatic event, the likelihood is that information will be sketchy in the initial period and it will not be possible to answer all queries as to what has happened or to confirm the location of individual persons.

During the initial phase of the emergency response most information will be exchanged by phone to avoid delay. Schools should consider the number of telephone lines they have available – there may be a need to allocate separate phone lines for:

- Incoming/outgoing calls to responding agencies, partners and staff.
- Contacting parents using texting services.
- Receiving enquiries from parents.
- Receiving general enquiries e.g. media.

The school is likely to have a limited number of phone lines and may need to supplement this with the use of mobile phones. Landlines could be used to take incoming calls whilst mobiles are retained for outgoing calls only. It is essential that mobile phone chargers are readily available.

All calls, both incoming and outgoing, should be logged to include:

- Date and time.
- Name of caller and role e.g. parent or organisation.
- Nature of the enquiry/message.
- Response given.
- Return number, if applicable.
- Further action taken as a result of the call.

Other means of communications which may be used to contact partner agencies or for wider public information include:

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- Local radio.
- Television.
- E-mail.
- Fax.
- Letter by post.
- Letter sent home with student.
- Posters.
- Notice boards.
- Answer-phone/voicemail.
- Call centre/help line.
- Conference call.
- Open meetings.
- School web site.
- Stockport Metropolitan Borough Council website

The Services to People directorate may be able to assist by providing extra resources, for example, by setting up a telephone enquiry line or providing support in contacting parents.

Additionally, the Services to People Directorate may be able to provide communications staff to attend the school and support in dealing with the media, depending upon the type of incident.

Communicating with Parents

Incoming Communication

In an emergency situation the school will need to ensure that they are communicating efficiently with parents in order to allay fears, and minimise panic or disruption. Parents' needs for information should be managed so as to ensure they do not distract emergency services and school staff from doing their jobs. The majority of schools operate a texting service which allow for a quick and effective communication stream. It is essential that parents get quick and factual information as the speed of information accurate or speculative from mobile networks and social media can rapidly heighten an already tense situation.

There are likely to be a high volume of calls to the school from worried parents once news of the crisis spreads. Those dealing with incoming calls should provide an agreed

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factual statement along with reassurance of action being taken at the incident site. It is important to avoid speculation and not to make statements about further information or developments unless confident that it will be available.

When dealing with calls from parents ensure that the language and tone used reassures the caller that the situation is under control. It may also be useful to consider some of the most likely questions the parent will ask, such as:

- Was my child near to where the incident happened?
- Is my child safe and where are they now?
- Where can I collect my child from?
- Who is looking after my child at the moment and will they be kept somewhere safe until I am able to collect them?
- If injured, have they been taken to hospital (if so, which one?), how seriously hurt are they, and who is with them?

Telephones manned by people are preferable to recorded messages on answer-phones or voicemail, as this is unlikely to reassure anxious parents, who may then seek further information elsewhere. Use of regularly updates on the schools website are also helpful but schools should be careful what information they place on these as the press would access this for information.

It may also be wise to maintain one or more phones for use by the team handling the crisis. It is important to remember that mobile phones are not necessarily secure and that caution about what is said should therefore be exercised at all times.

Outgoing Communication

A separate dedicated line is needed for outgoing calls from the school. This might be a mobile phone or a line that cannot take incoming calls. It is also possible to access support from Stockport Council via the Services to People Directorate or Corporate Contact Centre who may be able to assist in taking or receiving calls about the incident where large numbers are affected.

Where there is a need to close the school during the normal working hours, contact should be made with parents wherever possible, noting the safe pick-up point where parents can collect children from. It should be remembered that not all parents will be available to attend at short notice and therefore the school has a responsibility to maintain the welfare of students until such a time as they can be collected. It should be clearly stated in the message given to parents that their child will be looked after until they are collected.

It is important that school records contain accurate and updated information for authorised personnel (in addition to parents/guardians) who are permitted to collect the child in an emergency.

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A telephone cascade system may be a fast way of circulating urgent information as it prevents one person having to make many phone calls. This involves each family that is contacted passing the message on to other parents. Telephone cascades are only as reliable as the weakest link and should not be used to communicate sensitive information e.g. concerning casualties, as this information will come direct to parents from the school.

Wherever possible, letters should be sent to parents, possibly to be taken home with students at the outset of the incident, as this may reduce the number of subsequent incoming enquiries. This letter should cover the following key points:

- An explanation of what has happened.
- Reassurance that the school and Stockport Council have emergency planning procedures in place to deal with incidents.
- An indication of how long the disruption could last.
- An explanation of where/how they can obtain further information.

Some key considerations that the school should bear in mind when communicating with parents are as follows:

- An understanding and appreciation of parents' concerns for the safety and well-being of their children in an emergency situation.
- The school's emergency response should remain person focused rather than purely process driven.
- Communication with parents/guardians will be drafted and delivered in an informative, honest and reassuring manner.
- The school should not seek to down-play serious issues – it is important to ensure parents are given the facts.
- The school should treat parents of the injured (and deceased, if applicable) as individuals, not members of a group.
- Parents should be informed of important facts by the school **before** they are released through the media.

Contact Families directly affected by the Incident

Communications with the families of those persons who have been directly involved or injured needs to be conducted quickly and with sensitivity.

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Consistency of information is vital so it is best to avoid using a chain of communication. If a parent cannot be contacted by telephone it may be necessary to leave a message asking them to get back to you urgently.

It may be appropriate to invite parents to come into school, or to another agreed secure venue, to be available to receive further information. This venue should be away from areas that the public/press could observe or have access to.

It is likely in such circumstances that some people may need immediate emotional support. It is likely that where persons have been seriously injured or killed that the Police will take a forward role and may deploy a Family Liaison Officer to a family, notifying them of what has happened and guide them through the next stages, providing support wherever possible.

In such circumstances it is possible that Stockport Council will have deployed social care workers to assist those affected, in conjunction with health services, and voluntary organisations.

Appendix 4: Fire, Lockdown, Bomb Evacuation and Shelter Drills

Fire Evacuation Drill

The first person to notice a fire should activate the signal for the fire drill.

THE SIGNAL FOR A FIRE DRILL IS: Set off fire siren – Continuous ring

Evacuate the premises, ensuring all pupils are safely directed out of the building.



Make your way to the evacuation point for a fire drill, ensuring that all pupils are heading in the right direction.



Once at the evacuation point, take registers and check for any missing pupils.



Treat any injuries and ensure any missing pupils are accounted for.



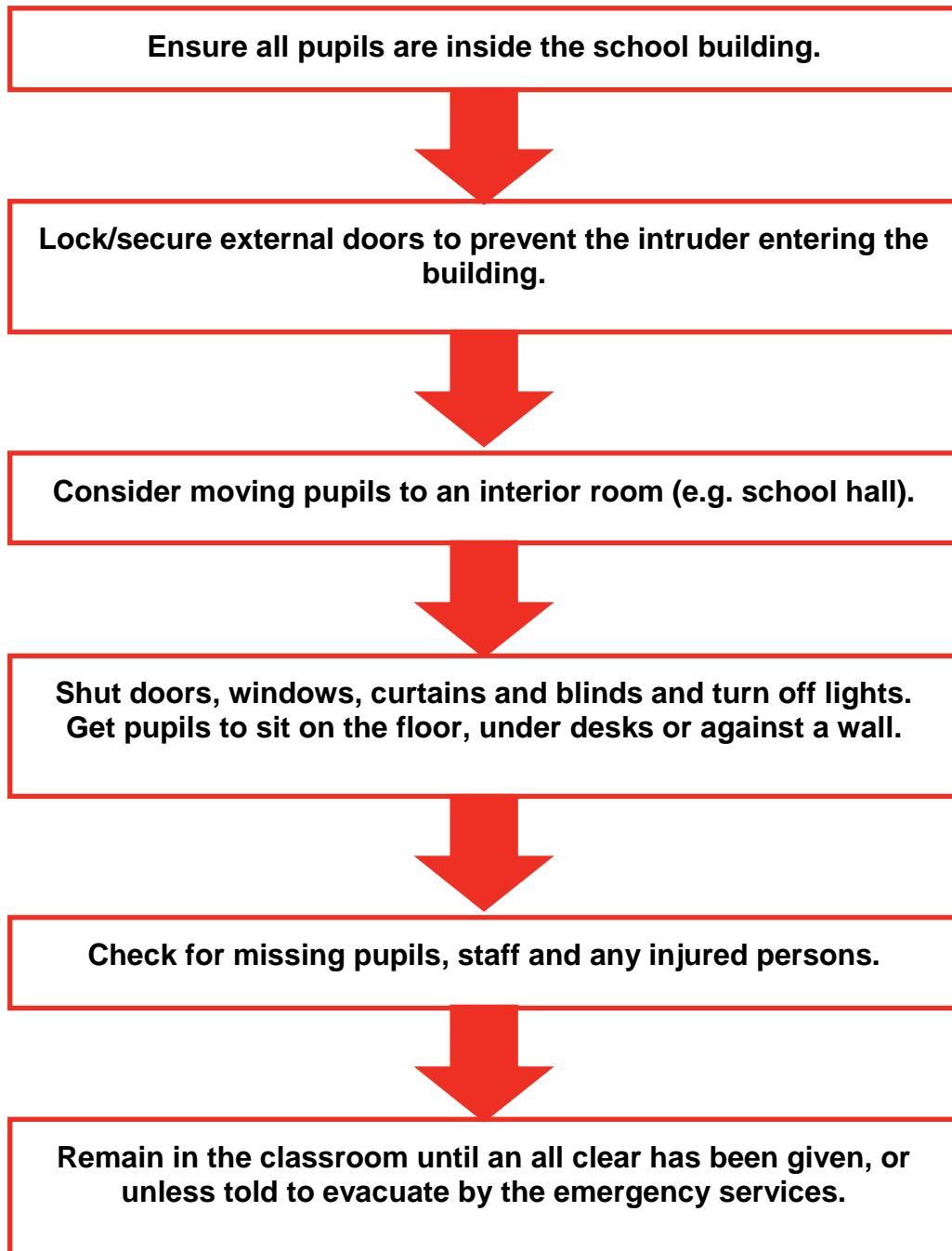
Remain at the evacuation point until an all clear has been given, or until you are able to move to a place of safety.

Critical Incident Guidelines Appendices

Lockdown Drill

The first person to notice an intruder should activate the signal for the lockdown drill.

THE SIGNAL FOR A LOCKDOWN DRILL IS: A discontinuous (intermittent) bell



Critical Incident Guidelines

Appendices

Bomb Evacuation Drill

On receiving information regarding a bomb alert or a suspicious package, the signal for the bomb evacuation drill should be activated.

THE SIGNAL FOR A BOMB EVACUATION DRILL IS:
Continuous ring (same as fire bell)

Evacuate the premises, ensuring all pupils are safely directed out of the building.



Make your way to the evacuation point for a bomb alert – if this is off the school site, ensure all pupils know the route.



Once at the evacuation point, take registers and check for any missing pupils.



Treat any injuries and ensure any missing pupils are accounted for.



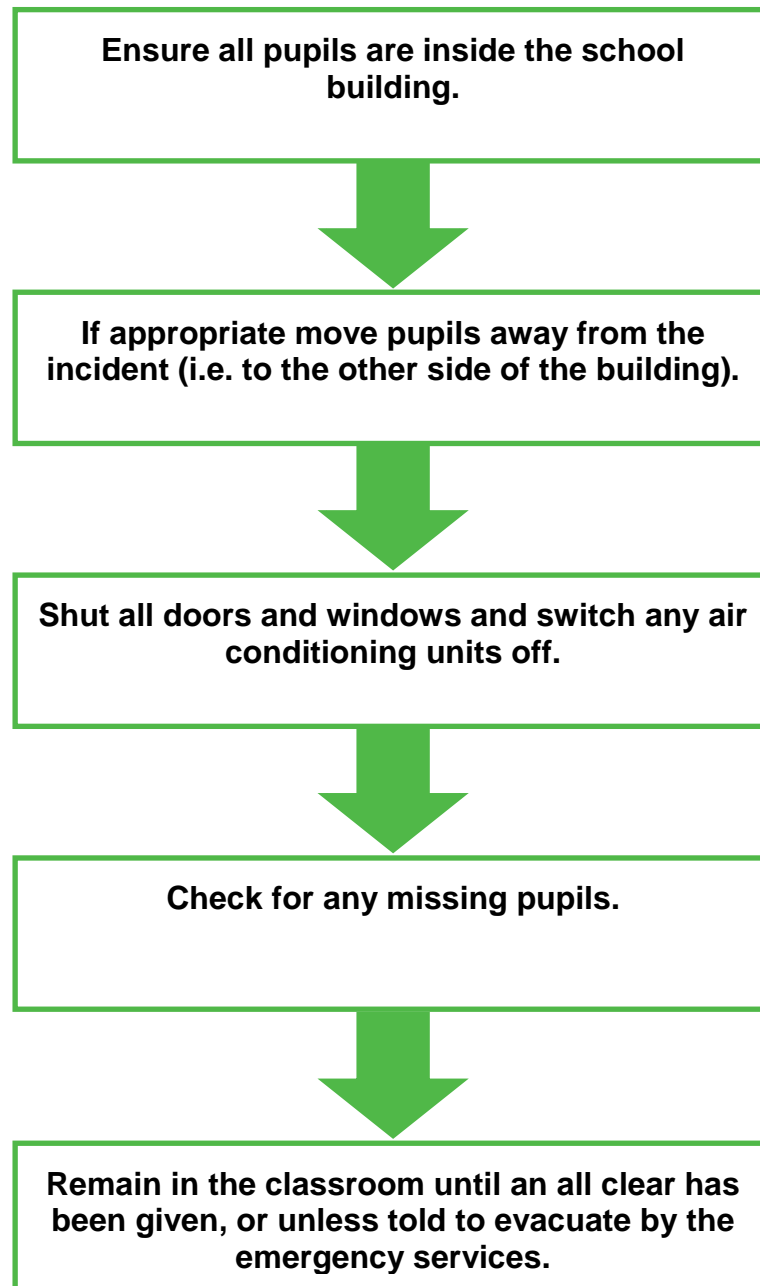
Remain at the evacuation point until an all clear has been given, or until you are able to move to a place of safety.

Critical Incident Guidelines Appendices

Shelter Drill

On receiving notice of a need to shelter, the signal for the shelter drill should be activated.

THE SIGNAL FOR A SHELTER DRILL IS: A discontinuous (intermittent) bell



Appendix 5: The Impact of Critical Incidents on Organisations and Individuals

The effects of a critical or traumatic incident can be wide ranging and variable depending on the individual, their age, their involvement/proximity to the event and any pre-existing vulnerabilities. **Often these reactions are normal reactions to an abnormal event.**

Potential reactions might include:

- Tears and sadness.
- Fear.
- Anxiety.
- Anger.
- Confusion about the event.
- Numbness/feelings of detachment.
- Difficulty sleeping and/or fear of the dark/disturbing images and recurrent memories of the event.
- Difficulty concentrating.
- Diminished energy levels.
- Reduced appetite.
- Guilt about the incident (such as survivor guilt and/or reflecting on own actions regarding the incident i.e. could I have done more/what if?).
- Somatic problems such as headaches/aches and pains.
- Lack of energy and motivation.
- Difficulties with memory.
- Hyper-vigilance/exaggerated startle response.
- Avoidance of stimuli associated with the trauma.
- Separation anxiety and/or apparent indifference in young children.
- Behavioural changes (especially in children/young people).

Effects on the school community

- Immediate impact may involve shock, disbelief and denial, especially for those who witnessed the event.
- Can be disruptive and de-stabilising to the general day to day running of the school.
- Effects can be long lasting, depending on the nature of the event and pre-existing vulnerability of the school community.
- Certain situations and anniversaries can trigger reminders of the event.
- Role strain can become a major source of stress in staff, especially when someone is required to act beyond the authority of their normal role.

It is important to note that good non crisis leaders are not necessarily the best crisis leaders and roles may need to be re-defined in the event of a critical incident.

Appendix 6: General Advice on how to Support Children and Young People at Times of Crisis

How can we support children at times of crisis?

- Try to answer questions as honestly and accurately as you can in words that the child will understand. Be prepared to seek feedback from the child about what you have told them so that you check out whether they have understood you or not. You may then have to re-phrase what you have said at a simpler level.
- Try to maintain as many familiar routines and structures as possible. If the situation is new – for example a reception centre try and establish some routine and structure for the child as this provides a sense of security.
- Be patient and calm.
- Allow children opportunities to talk about their feelings and let them know it is okay to cry.
- Do not hide all your own feelings – help children understand that it is normal for everyone to feel upset by such events.
- Be ready to LISTEN but do not be upset/surprised if a child chooses not to talk. They might express their feelings in other ways such as through their play, drawing or their behaviour. Try to ensure that opportunities for play, drawing, and writing are available to them.

Young people can be encouraged to: -

- Identify a crisis friend or friends who they can turn to. This maybe someone in their own family or not.
- Keep their body going through eating, sleeping and taking exercise in small amounts.
- Use their religious/personal beliefs to help them through.
- Believe in themselves and their ability to get through this.
- Let out their emotions where it is safe.
- Imagine good times and places and how they would want things to be.
- Use their head to work out plans, what has happened, what they can do and need, who can help and plans for the future.
- Tell their story through dance, drama, music, writing etc.
- Ask for help if they want to hurt themselves in any way or find that they are turning to drugs/alcohol as a means of coping.

In the case of young people it is important to recognise that they, like adults want information and support but also have a need to feel that they have some choices and alternatives and some power to choose. Often our desire to protect them, as we would do younger children can interfere with the process of them regaining some sense of control over their lives. Even with younger children, fostering resilience and positive coping strategies to cope with the immediate and the future is more helpful than being over protective and trying to shelter them from the truth, however painful this may be.

This is general advice only and schools should seek more detailed advice from both BSS and Stockport's Care and Control revised guidance (2014)

Appendix 7: The C.A.L.M.E.R approach.

This approach was developed by Dr Marion Gibson who has assisted in disaster situations world wide. It is designed to be used in the immediate aftermath of crisis and is the approach adopted by The Red Cross's Crisis response team.

In brief, it is an approach which is guided by the following principals:

- Consider
- Acknowledge
- Listen
- Manage
- Re-assess and recognise needs

CONSIDER

Be aware of the risks to yourself and to other people. Make the area as safe as possible. Do you need to move people away from an area?

Look at any resources you might need, i.e. mobile phones?

Look at the specific needs of the person such as age, gender, appearance. What do they want to happen next?

Be aware of the common reactions in the psychological rehabilitation.

Be extremely disciplined. Don't give false hope. If your information is proved to be wrong, will the person ever listen to anything you say?

There are three basic assumptions that are shattered in a crisis situation:

1. It won't happen to me.
2. Good things happen to good people/bad things happen to bad people.
3. We'll be able to cope.

People need to build up new assumptions to help them learn to live with the situation.

ACKNOWLEDGE

Acknowledge the situation with the person when they say things like 'I never thought I'd be in this situation.'

Re-affirm their perception – don't say it will be okay – it may not be.

Don't minimise their feelings.

Acknowledge the limitations of what you know by saying 'I don't know anymore at this stage.'

Accept what they say and acknowledge that you might not be able to help.

When people say 'I wish' i.e. 'I wish I hadn't got on that bus' – they did – it's happened – now you need to see what you can do to help.

LISTEN

Critical Incident Guidelines

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Keep a comfortable distance – don't crowd the person. You are a stranger so don't invade a space you haven't been invited in to. Ask if it's ok to sit down.

Maintain eye contact. If you can get someone to look at you amid the chaos around them then it's a safe place to be.

Use a calm but unpatronising voice.

Check the person understands what you say.

Have a pencil and paper. If you say 'I will ring your husband' then write it down so they can be sure you will.

If someone is hyper-alert they will be 'jumpy.' Warn them if you are going to move your chair etc.

MANAGE

Treat the people as you would want your own family to be treated.

Monitor changes in a person's reaction and adapt.

People want to have answers and take control.

Utilise an individual's natural resources as soon as possible – friends and family are the best support network.

RE-ASSESS AND RECOGNISE NEEDS

Recognise a person's resilience and resources. Ask 'have you ever had to cope with something like this before? What do you usually do if you are frightened or stressed?'

Recognise your own needs. Needing support is not a sign of weakness but a sign that you want to do your best for the person you are helping.

Sort out your own resources to prevent burnout.

Recommended hours are 3 hrs for 1:1 support.

Appendix 8: Psychological First Aid

The approach referred to as Psychological First Aid was developed by a Clinical Psychologist, Dr Kendall Johnson, in the 1990s.

In brief, Psychological First Aid is an approach that aims to help pupils establish normal functioning and promote longer-term resilience. It helps to educate pupils as to the impact of trauma and how they can look after themselves and how others can look after them. It fosters recovery and independence rather than dependency and pupils seeing themselves as victims. It also educates parents/carers and school staff as to how to support children and young people to recover from traumatic incidents.

For pre-schoolers its main aims are to: -

- Re-establish a sense of trust and security.
- Re-establish self control and autonomy.

For Key Stage 1 and 2 pupils its main aims are to: -

- Bolster self-esteem.
- Relieve guilt.
- Re-establish productivity.
- Provide reassurance of safety.

For Key Stage 3 upwards it aims to: -

- Reassure about normality of reactions.
- Inoculate against secondary reactions.
- Emphasise stress management.
- Facilitate identity development.
- Reaffirm life direction.

Appendix 9: Group Debriefing

For example, if a group of pupils/staff have all witnessed or been involved in the same traumatic event, a group debriefing may be considered to be helpful. This would be conducted about 4-6 days after the incident and would take the form of a structured discussion focusing on the facts of the incident, memories and accounts of response to the incident, normalising reactions, promoting group and individual coping strategies. This form of intervention can be therapeutic for some people and there is also a large educative component involved, which gives information on normal responses, coping strategies and how to seek further support if needed.

Appendix 10: Support Available to Schools – Psychology Service

Critical incidents test the spirit, organisation and leadership of schools and their communities in extreme ways. The whole school community, teachers, support staff, governors, parents/carers, other agencies will need to rally to support each other through the difficulties. For many people critical incidents provoke emotional responses beyond their ordinary experience; this needs to be acknowledged within the school. Individual reactions to acutely abnormal circumstances cannot be predicted and schools need to be prepared to deal with a range of emotional and behavioural responses. Schools need to be aware that the majority of responses are Normal reactions to abnormal events. It must be emphasised that:

- Schools are likely to cope most effectively if they have anticipated a major incident and planned for their response.
- School staff who know the pupils well are best placed to support them during crisis.

Experience indicates that in terms of emotional support, a school at the centre of a critical incident will usually need external support and are encouraged to consult with the StPD Psychology Service in the first instance. They will be able to signpost to and liaise with other relevant agencies if necessary. A school can, in the aftermath of an incident, be inundated with well – meaning offers of help and advice and may also face intense media interest. This will all require careful management and relevant experienced individuals within StPD will be able to assist with this. The priority objective shared between school and StPD must be to serve the best interests of the pupils and staff, in coping with the incident individually and collectively.

There are specific types of support to schools available within the StPD, which range from immediate to longer-term intervention.

What the Psychology Service can offer

The Psychology Service can work closely with staff to tailor approaches and responses geared to meet the needs of the pupils, staff and parents/carers, depending on the nature, timing and severity of the incident. They will co-ordinate and liaise with other agencies such as Jigsaw teams, the Behaviour Support Service, as well as external support agencies such as Beacon Counselling, Relate and Beechwood Cancer Care.

- Immediate telephone support to heads, staff and or governors to assess what intervention may be required.
- Advice leaflets and booklets can be made immediately available if required.
- In the immediate aftermath of a level 1 or 2 incident the Psychology Service are trained to implement a specific approach that is used in large-scale traumatic events. This approach is known by the acronym CALMER.
- In the short term a Psychological First Aid approach is advocated which promotes organisational and individual coping.

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- If necessary and considered appropriate, additional group interventions will be used. For example, if a group of pupils/staff have all witnessed or been involved in the same traumatic event, a group debriefing may be considered to be helpful.

The work of the Psychology Service is not confined to work with children and young people and is likely to extend to support for individual and groups of staff in addition to liaison with other StPD personnel. Some staff may need longer term support and there are a variety of agencies which can provide this, for example Occupational Safety and Health, the Psychology Service, GP, counselling services.

Experience suggests that head teachers/deputies too often under estimate the impact on themselves of such an ordeal and may be reluctant or feel that they don't have time to seek out support. It is important during an incident that managers identify someone to support and debrief with them. It can be useful if this is an external person, with experience of such work who knows the school.

Appendix 11: Incident Information Sheet

These are the likely questions you may be asked when contacting emergency services or agencies external to the school.

Where are you currently located and what is your telephone number?	
What has happened?	
Time, Date, Location of Incident?	
Have the emergency services been involved?	
By whom?	
Have they arrived?	

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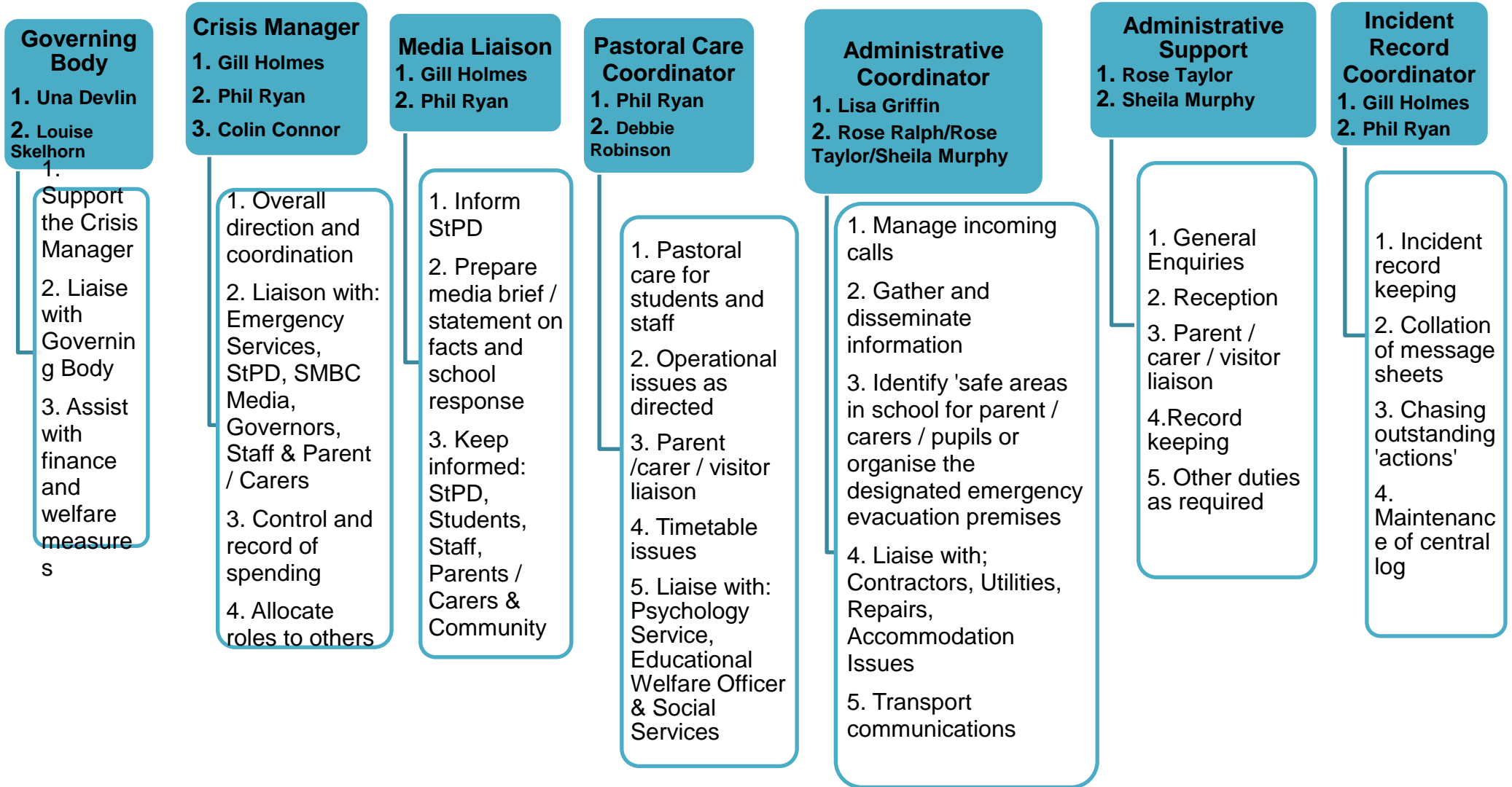
<p>Has anyone been injured?</p> <p>Do you have details of who they are?</p> <p>Do you have details of their injuries?</p>	
<p>Where are the injured currently located?</p> <p>Who is with them?</p>	
<p>Are there any fatalities?</p> <p>Do you have details of who they are?</p>	
<p>1. Details and current location of the non-injured.</p> <p>2. Name/contact number of any supervising adults.</p>	

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Time and date of report.	
Name of person making the report.	
Name of person giving the report.	
Subsequent action taken.	

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Appendix 12: School Incident Management Team (Roles and Responsibilities)



Appendix 13: Emergencies in Schools – Initial Action List for Head teacher

Action list for head teacher or nominee coordinating SIMT

Initial Action	✓
Ensure that accurate, factual information is available for those arriving at the scene.	
Liaise with the police, fire and ambulance services, StPD Incident Team, and other agencies who may become involved. Act as the main contact to coordinate response and give your contact details.	
Inform the chair of governors.	
Check accuracy of information and inform all staff and parents/carers of injured pupils. Decide how to inform other parents/carers.	
Ensure staff maintain a log of actions and decisions.	
Allocate tasks below among SIMT as appropriate.	

Action list for SIMT

Welfare	✓
Take actions to secure the immediate safety of pupils and staff – this may include evacuation to the designated emergency evacuation premises or keeping pupils and staff inside the building at a safe and secure location.	
Establish the whereabouts of all pupils, staff, and visitors using timetables, registers and the visitor's book, and make a list of those unaccounted for. Take medical and health plans relevant to individual pupil requirements.	
Communications	
Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception. If necessary, seek support from StPD Incident Team, who can assist in managing enquiries from the public and if required implement a Help Line. Line to be used for incoming calls only: 0161 428 7992 - School Office Line to be used for outgoing calls only: ██████████ - Head teacher's Office	
Media Management	
Liaise with the Council's Communications & Marketing Team within Information and Communication as early as possible to prepare a press statement – to be agreed by the Senior Adviser – School & Children's Services, School Head and the Chair of Governors.	
Ensure that media access to the site, staff and pupils is controlled. In a major emergency, the police will assist with press liaison and control site access. Be aware of the potential problems caused by the spread of misinformation through the use of mobile phones.	
Resources	
Ensure access to the site for emergency services.	
Open/close parts of the school as required, and turn off water, gas and electricity supplies if necessary.	
Ensure the security of the school premises.	

Appendix 14: Emergencies in Schools – Further Actions List for Head teacher

Action list for head teacher or nominee coordinating SIMT

Action Review	✓
Provide regular briefings for staff and continue to liaise with the emergency services and StPD.	
Try to maintain normal routines as far as possible.	
Tell the staff involved to prepare a written report of their involvement, noting events and times. Inform the Council's Occupational Safety and Health Unit who will advise on reporting procedures, and inform trade unions if necessary. The 'Reporting of Incidents, Diseases and Dangerous Occurrence Regulations' (RIDDOR) accident report forms should be completed and, in the event of serious injuries or a fatality, the Health and Safety Executive should be informed as soon as possible within 24 hours of the incident occurring.	
Allocate tasks listed below among SIMT.	

Action list for SIMT

Communications	✓
Inform pupils, in groups as small as practicable, considering the best way to impart information (advice is available from the educational psychology service).	
Inform parents/carers of children not directly involved in the incident, as decided by the head teacher or nominee. Use any existing arrangements for contacting parents/carers quickly and efficiently.	
Control/limit appropriate visitors to the school, ensuring they sign in and out and are issued with identification badges.	
Welfare	
Establish a staff rota and ensure that staff take regular rest periods.	
Identify those pupils and/or staff who are badly affected, and who need extra support.	
Make arrangements for reuniting pupils with their parents/carers.	
Take account of faith and cultural factors, and consider contact with leaders of local faith communities. In particular, some faiths may wish to hold funerals within 24 hours of death, so swift and sensitive enquiries must be made to ascertain whether it would be appropriate for representatives of the school, including pupils, to attend.	
Media Management	
Liaise with the Communications & Marketing Team to prepare a press statement, to be agreed by the headteacher and to decide the ongoing strategy for facilitating the press.	
Use a prepared statement and decide who will be interviewed by the press if necessary.	
Resources	
Establish a safe and secure base for the SIMT.	
Arrange a place to receive parents/carers of children involved.	

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Appendix 15: Emergencies on Educational Visits

The head teacher or his/her pre-agreed nominee should be immediately informed of any incident by the visit leader.

INITIAL ACTION BY HEAD TEACHER OR NOMINEE

1: Maintain a written record of your actions using this pro-forma and attached log sheet.			
Offer reassurance and support. Be aware that all those involved in the incident, the school and you may be experiencing trauma and shock which can affect behaviour and judgement.			
2: Find out what has happened. Obtain as clear a picture as you can.			
Who informed you of the incident?			
Name	Status	Telephone Number	Additional telephone numbers
Where are they now			
Where are they going			
3: Remind the visit leader to follow the emergency procedure advice in the Council's 'Visit's and Journeys Guidance'.			

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4: Record the details of the off-site activity/visit during which the incident occurred.			
Location and nature of activity /visit			
Name of person in charge of the visit or activity		Telephone number(s)	
Number of people on the visit	Pupils	Teachers	Other Adults

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5: Record the details of the incident.				
Date and time of incident				
Location of incident				
What has happened				
People affected	Name	Injury	Location now	Being taken to

**Critical Incident Guidelines
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Emergency Services involved and advice they have given			
Names and addresses of hospitals and other premises involved			
Arrangements for those not directly involved in the incident			
Name of person in charge of your group at the incident		Telephone number(s)	

6: Depending on the scale of the incident, consider assembling the School Incident Management Team

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Emergencies on Educational Visits

Action list for head teacher or nominee

COMMUNICATION	✓
Inform school staff as appropriate, depending on the time and scale of the incident.	
Consider emergency communications needs. Dedicate telephone lines for incoming and outgoing calls and arrange extra support for reception if required.	
Incoming lines/location: <insert details>	
Outgoing lines/location: <insert details>	
Inform parents/carers of any injured pupils – immediately inform these parents/carers of what has happened and where their child is. Record what their plans are e.g. to travel to the incident location, any assistance they need and any means of communications with them	

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(mobile phone etc). In the event of a major incident the police may give advice regarding naming badly/fatally injured people. You may also need to inform the next-of-kin of any staff who have been involved. Note: The police may wish to deliver messages directly, particularly where continuity of an investigation is required.	
--	--

Inform parents/carers of other pupils on the visit but not directly involved in the incident. Decide which parents/carers should be informed and by whom, then contact them as appropriate. You may have arranged an information cascade system as part of the activity/visit planning arrangements. Parents/carers should hear of the incident from the school (or from the activity/visit leader), not from hearsay or the media. Information given must be limited to the facts which are clarified as accurate at the time. All parents/carers must be informed.	
--	--

Inform/update the Chair of Governors.	
---------------------------------------	--

Refer to the Incident Response Levels and Emergency Contacts list.	
--	--

Call the relevant person(s) named in the StPD Critical Incident Team or 24 hour Control Room on 0161 474 5554	
The StPD officer can offer:	
A: Local Authority assistance at school and other locations.	
B: Help with arranging travel and transport between the incident, parents/carers and school.	
C: Guidance and support with media issues, including press statements and interview briefings.	
D: If the incident is in another UK authority, establishing links with that authority. If outside the UK communication with the Foreign and Commonwealth Office (FCO), British Consulate, foreign police etc.	

If the activity/visit is abroad and the incident results in medical or other expenses, the risk and insurance section or any other insurers used should be informed as soon as possible.	
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Inform pupils, parents/carers and staff. Decide what information can be given – remember that information given must be limited until the facts are clear and all involved have been informed. In the event of a tragic incident, consider seeking support from the Psychology Service.	
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MEDIA ARRANGEMENTS	✓
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Consider introducing controls on school entrances and telephones.	
---	--

Staff, pupils should be told to avoid talking with the media or spreading the story via social media particularly unsubstantiated facts and prior to all parties having been informed. The use of mobile phones should where possible be controlled for this purpose.	
---	--

Liaise with the Council's Communications & Marketing Team within Information and Communication as early as possible to prepare a press statement – to be agreed by the Senior Adviser – School & Children's Services, School Head and the Chair of Governors.	
---	--

RESOURCES	✓
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Arrange a quiet space to receive parents/carers of the children involved. Consider secure access, away from media interest.	
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REPORTING OF ACCIDENTS	✓
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<p>Tell the staff involved to prepare a written report, noting events and times. Inform the Local Authority Health, Safety & Wellbeing Service who will advise on reporting procedures and if required, trade unions. Staff may wish to submit draft reports to their union for guidance.</p> <p>Accident report forms should be completed and in the event of serious or fatal injuries, the Health and Safety Executive should be informed as soon as possible within 24 hours of the incident occurring.</p> <p>In such cases there may also be a police enquiry.</p>	
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Appendix 16: Incident Log

Use this log to record actions required and the reason for your decision

Incident:	
Location of Incident:	
Date:	
Time:	

The following section to be maintained as the incident progresses:

Date	Time	Event	Action Taken

Critical Incident Guidelines
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Date	Time	Event	Action Taken

Name:		Designation:	
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Appendix 17: Expenses Log sheet

Incident:

Location of Incident:

Date Time:

Maintain a log below of expenses incurred as a result of the above incident:

Date	Time	Costs incurred & brief description	Expenses
Please attach any emails sent and received			

Name:		Designation:	
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Appendix 18: Emergency Contacts – School Incident Management Team

CONTACTS - SCHOOL INCIDENT MANAGEMENT TEAM			
Name	Role(s)	Home Telephone	Mobile Telephone
Gill Holmes	Head teacher		
Phil Ryan	Deputy Head teacher		
Debbie Robinson	Assistant Head teacher		
Lisa Griffin	School Business Manager		
Rose Ralph	Admin Assistant		
Rose Taylor	Admin Assistant		
Sheila Murphy	Admin Assistant		
Colin Connor	Caretaker		

CONTACTS – INFORMATION CASCADE TEAM			
Name	Role(s)	Home Telephone	Mobile Telephone

CONTACTS - SCHOOL SUPPORT			
Name	Role(s)	Home Telephone	Mobile Telephone
Governor – Chair	Louise Skelhorn		
Governor - Chair	Una Devlin		
Religious Leaders	n/a		

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Appendix 19: Emergency Contacts – Services to People Directorate Incident Management Team & Other Council Contacts

CONTACTS - StPD INCIDENT MANAGEMENT TEAM (for out of hours see control room below)			
Contact	Office	Mobile	Contact Colours
Chris McLoughlin			Red
Phil Beswick			Red
Pat Morgan			Red/Amber/Green
Barry Kirkman			Amber/Green
Lisa Wilton			Amber/Green

CONTACTS – COUNCIL 24 HOUR CONTROL ROOM	
Control Room	
The 24 hour control room holds out-of-hours contacts for all departments and the on-call Forward Incident Officer	

CONTACTS – INFORMATION & COMMUNICATION				
Contact	Office	Mobile	Home	Contact Colours
Alison North		Office hours only		Red/Amber/Green
Paul Kendal		Office hours only		Red/Amber/Green

CONTACTS – OTHER COUNCIL BUSINESS AREAS			
Contact	Office	Mobile	Contact Colours
Solutions SK School Scene Cleaning Service			All
Martin Powell StPD Psychology Service			All
Ann-Marie McCullough Corporate H&S			All
Dr David Baxter Health Protection & Control of Infection Unit		N/A	All

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Appendix 20: Emergency Contacts – Emergency/Medical Services/Public Services

EMERGENCY / MEDICAL SERVICES	
Service	Telephone
Police	999/0161 872 5050
Fire Station	999/0161 609-1627
Ambulance	999/0845-1120999
Stepping Hill Hospital	0161 483 1010 (Switchboard)
Stepping Hill Hospital	0161 419 4110 (Emergency Department Main Number)
Stepping Hill Hospital	0161-419-4812 / 4813(Paediatric Emergency Department)
Master Call Out-of-Hours GP	0161 476 2299
NHS Direct	111 www.nhsdirect.nhs.uk
Health Protection & Control of Infection Unit: David Baxter/Jennifer Kilheeneey	0161 474 2440

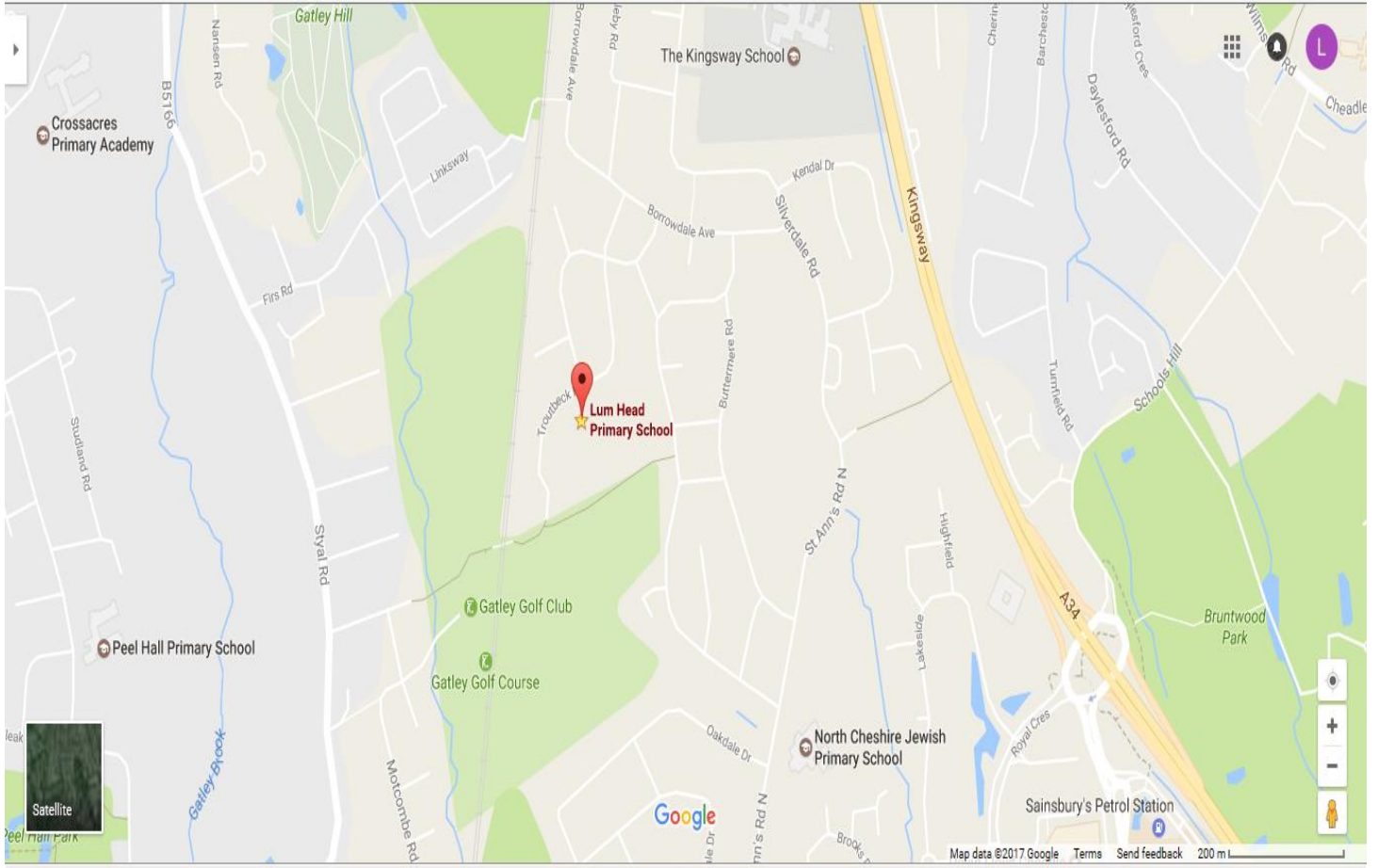
PUBLIC SERVICES		
Gas	National Grid Gas	0800 111 999 http://www.nationalgrid.com/uk/gas/
Electricity	Electricity North West	0800 195 4141(Public Emergency Number) http://www.enwl.co.uk
Water	United Utilities	0345 672 3723 http://www.unitedutilities.com/emergencies.aspx
Flood Line	Environment Agency	0800 807 060 http://www.environment-agency.gov.uk
Weather	MET Office Emergency	Tel: 0370 900 0100 or 01392 885680 http://www.metoffice.gov.uk/
Food	Food Standards Agency	0345 051 8466 (Public Emergency Number) 0207 276 8829 helpline@foodstandards.gsi.gov.uk
Animals	RSPCA	0300 1234 999 (Public Emergency Number)

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Appendix 21: Emergency Contacts – School Suppliers, Services and Contractors

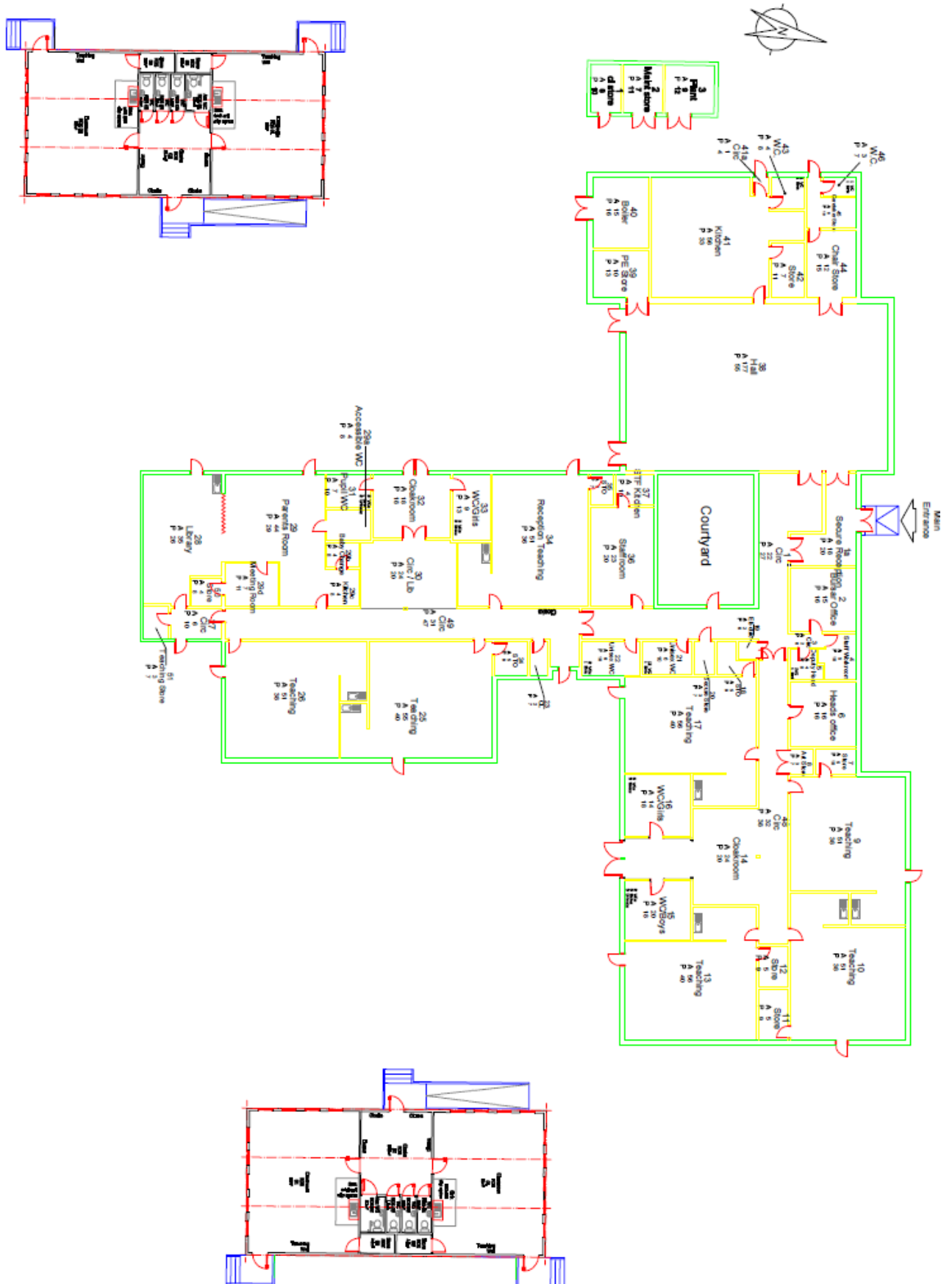
SCHOOL SUPPLIERS / SERVICES / CONTRACTORS		
Intruder Alarm	Solutions SK Security Systems	0161 474 5555

Appendix 22: Map of Surrounding Area



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Appendix 23: School Floor Plan



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