



Management of Critical Incidents & Emergencies

The King's School
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Devon
EX11 1RA

Policy Change Control

Policy Owner	Director of Finance and Operations
Approved By	Resources Committee
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Date	Version	Person	Change / Action
02/05/2017	0.1	SBM	Update draft to Template and Format
03/05/2017	0.2	SBM	Update following feedback from SLT, addition of lockdown procedure, and roles and responsibilities check sheets. Removal of staff contact details from plan as will be maintained separately. New sheet for classrooms outlining three signals.
22/06/2017	1.0	Resources Committee	Presented to resources committee for approval
22/06/2017	1.0	Trustees	Approved
27/09/2021	2.0	SBM	Complete re-write to remove DCC terminology for incident levels to make the document more user friendly. Change to format and structure.
07/10/2021	2.1	Trustees	Approval with a minor change
23/08/24	2.2	DFO	Updated legal framework, policies, critical management location.
08/10/24	2.2	Trustees	Approved

1.0 Legal Framework and Policies

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Workplace (Health, Safety and Welfare) Regulations 1992
- The Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974
- The Regulatory Reform (Fire Safety) Order 2005
- DfE (2022) 'Emergency planning and response for education, childcare and children's social care settings' DfE (2019) 'School and college security'

1.2 This policy operates in conjunction with the following school policies and documents:

- Health and Safety Policy
- Outdoor Education, Trips and Visits Policy
- Family Leave Policy
- Complaints Policy
- Safeguarding - Child Protection Policy
- Personal Emergency Evacuation Plan (PEEP)

2.0 Definitions

2.1 For the purpose of this policy, a "critical incident" is an emergency which affects students, staff, visitors or property and requires immediate responsive action which is beyond that reasonable expected from the school's own management team.

2.2 Critical incidents include, but are not limited to, the following:

- The death of a student, staff member or trustee
- A serious incident involving a student or staff member on, or off, the school premises
- An incident of serious violent crime
- A violent intrusion onto the premises, e.g. a bomb alert
- Extensive damage to school property
- A fire, flood or explosion
- The effects of disasters in the wider community
- Incidents whilst on educational visits
- Epidemics
- Exposure to hazardous substances near, or on, the school premises

3.0 Roles and Responsibilities

3.1. The Head teacher is responsible for:

- The overall implementation of the Business Continuity Policy and ensuring all members of staff are aware of their responsibilities.
- Appointing designated staff members to the critical incident management team.
- Working alongside the critical incident management team to ensure that critical incidents are managed effectively.
- Ensuring that an appropriate ratio of first aiders to students is sustained at all times.
- Ensuring that a simple and straightforward, but effective, critical incident management plan is in place.
- Ensuring that all staff members are aware of the school's critical incident management plan and the associated procedures.
- Reviewing the critical incident plan at regular intervals, ensuring that it is kept up-to-date with developments at the school, such as changes to evacuation procedures.
- Keeping a duplicate copy of the critical incident management plan off the school premises in case of a fire, flood or explosion.
- Ensuring that vital information is not lost in the event of a fire, flood or explosion, by keeping a copy of up-to-date student and personnel records off the school premises.
- Liaising with the press or, appointing a designated member of staff to do so.
- Reviewing allocations of responsibilities in light of staff absence.
- Compiling an emergency contact list and ensuring that all members of staff hold a copy of this.
- Informing parents and the school community about the critical incident.
- Maintaining the welfare of all staff, students and visitors.

3.2. All staff members are responsible for:

- Acting in accordance with this policy at all times.
- Effectively implementing the critical incident management plan, when necessary.
- Maintaining up-to-date records of critical incidents at the school.
- Maintaining their own records of events, as well as keeping copies of notes made by other colleagues.
- Ensuring that they effectively understand the school's critical incident management plan.
- Understanding how to effectively carry out the school's emergency evacuation procedures.
- Understanding their role in the execution of the school's emergency plans, including evacuation procedures and the critical incident management plan.
- Ensuring that students are aware of the school's emergency evacuation procedures.
- Ensuring that their own contact details are kept up-to-date on school records.
- Reporting and recording minor and critical incidents in line with the school's Accident Reporting Systems.

4.0 Critical incident management team

- 4.1 The Head teacher will appoint members of staff to form the school's critical incident management team normally consisting of SLT but will depend on the incident. This team will be responsible for:
- Ensuring that parents are kept informed about the situation.
 - Deciding when and how to re-open the school.
 - Organising and providing support for staff, students and others who have been directly affected.
 - Providing support for the families of those hurt or bereaved.
 - Ensuring the school effectively cooperates and liaises with the relevant bodies during investigations into critical incidents.
 - Dealing with continued interest from the media.
 - Ensuring the appropriate attendance of school members at funerals.
 - Organising memorial services, including the sending of flowers.
- 4.2 Where possible, the Caretaker's office will be allocated to the critical incident management team (to include SLT, Site Manager, IT Manager, and whoever else deemed necessary by SLT) and any necessary equipment and information will be stored here. With prior agreement, the LED centre will be used as a reserve off-site location for the critical incident management team when the on-site location is not usable.
- 4.3 The team will collate and retain any records regarding the planning of, and response to, critical incidents, including written records and any recordings made via CCTV. The team will ensure that each member of staff involved in dealing with a critical incident has recorded all decisions that were made, any communication that was received and all tasks that were carried out.

5.0 Initial action

- 5.1 Immediate action will be taken in order to safeguard students and staff, using the relevant emergency procedure signal to alert staff members. Fire alarms are located throughout the site and the managed evacuation and lockdown alarms are accessible in Main reception.
- 5.2. The alarm may be raised by the first adult at the scene of the incident or refer to a member of SLT depending on the nature of the incident.
- 5.3. Members of the critical incident management team will ascertain the details of the incident. All initial information regarding the incident will be logged.
- 5.5. First aid will be administered by the first trained first aider at the scene of the incident if required.
- 5.7. The emergency services may be contacted and the following information will be given:
 - The emergency services required
 - Exact location of incident
 - Number of casualties
 - Number of injuries
 - Location and phone number of where the call is being made from
 - Any hazards which the emergency services may encounter on site
- 5.8. Where possible, the school will remain open and normal routine will be maintained.

6.0 Emergency procedures

- 6.1 All staff members and students are aware of the school's emergency procedures, specifically those relating to fire evacuation, managed evacuation and lockdown.
- 6.2 The school's designated emergency assembly points are clearly indicated and known by all staff members and students.
- 6.3 The school will carry out a practice drill of the school's evacuation procedure at least once a term, to ensure that students and staff members fully understand what is involved in the procedure, and that it is implemented effectively.
- 6.4 The following audible signals are used for different types of events:
- a) In the event of a fire evacuation or evacuation requiring a rapid exit from the buildings a two-tone fire alarm. Staff and students leave personal belongings behind.
 - b) In the event of an external hazard, staff members will be signalled of the need for shelter by a tonal alarm and voice alert over the class change system instructing them to follow lockdown procedures.
 - c) For events such as bomb threats requiring a managed evacuation of the site, this will be signaled by a tonal alarm and voice alert over the class change system instructing them to follow managed evacuation procedures. Students and staff should take all personal belongings with them.
- 6.5 All staff members are aware of the school's designated first aiders and the locations of first aid boxes within the school.
- 6.6 Staff members are aware of any Personal Emergency Evacuation Plans in place for staff and students with particular needs.
- 6.7 All staff members will receive training regarding the school's emergency evacuation procedures, and will be aware of:
- The appropriate route to take.
 - What assembly point to use in the event of different scenarios.
 - Security arrangements that are in place, such as the locking of the school gates.
 - Access arrangements for the emergency services.
- 6.8 While many bomb threats involve a person-to-person phone call, an increasing number are sent electronically using email or social media applications. No matter how ridiculous or implausible the threat may seem, all such communications are a crime and should be reported to the police by dialing 999 for advice and guidance. Responsibility for the initial action taken rests with the school however all bomb threats should be reported. Leaving the venue will be appropriate when it has been directed by police and/or it is reasonable to assume the threat is credible and evacuation will move people towards a safer location.

7.0 Emergencies during educational visits

- 7.1. All staff members will act in accordance with the school's Educational Trips and Visits Policy, following the trips risk assessment and liaising with the SLT emergency contact as required.
- 7.2. Critical incidents that occur on school trips will be managed in the same way as those that occur on the school premises.
- 7.3. The trip leader is responsible for maintaining written records of any critical incidents that occur whilst on a trip, as well as the action which was taken and by whom. The trip leader is responsible for reporting the critical incident to the lead member of SLT for that trip immediately.
- 7.5. Where appropriate, some critical incidents that occur on a school trip will be communicated to all staff members, ensuring that they are aware of any students who may suffer from shock.

8.0 Internal communications

- 8.1 To aid communication within the school community, the school will maintain emergency contacts on SIMS, Edulink and shared electronic files to ensure availability to all staff at all times whilst maintaining data protection. Local copies of some of this data may be used for Trips and Visits. This information includes:
- Students' emergency contact details
 - Staff members' emergency contact details
 - Contact details of members of the Board of Trustees
 - Emergency contact details for the LA
 - Phone numbers for relevant travel companies relating to any Trips and Visits
 - Phone numbers for regular supply staff or agencies
 - Student and staff movement data, including timetables and trip itineraries
- 8.2 The school's internal communication systems will be used to alert staff members to a critical incident in the first instance, without alarming students unnecessarily.
- 8.3 Staff members, students and parents will be informed of critical incidents in the most sensitive way possible.
- 8.4 The parents of students who are directly involved in the incident will be contacted immediately using the emergency contact details provided to the school.
- 8.5 Students will be informed of a critical incident in groups as small as practicable.
- 8.6 Parents of students not directly involved in the incident will be contacted quickly and efficiently, via email and or Edulink, as soon as is reasonably practicable.
- 8.7 Members of the school's Board of Trustees will be informed about the critical incident as soon as possible, and will be briefed about speaking to the press.
- 8.8 During an emergency, staff members will use mobile phones to stay in contact with one another and communicate key messages.
- 8.9 Staff briefings will be conducted following the occurrence of a critical incident, in order to further investigate the event and provide staff members with any updates.

9.0 After a critical incident

9.1. Following the occurrence of a critical incident, the school's short terms aims include the following:

- Contacting those directly involved
- Inform the Chair of the Board of Trustees
- Inform the Local Authority by completing their Critical Incident Form and send it to Children's Social Care '**Front Door**' (MASH). multiagencysafeguardinghubsecure-mailbox@devon.gov.uk
- Appropriately debriefing the school community
- Attempting to maintain normal school routines
- Making appropriate plans for attendance at funerals and memorials
- Monitoring the wellbeing of staff and students, particularly those directly involved in the incident
- Expressing sympathy to the families of those involved
- Identifying vulnerable staff and students, ensuring they are aware of the support available to them

9.2. In the medium term, the school's aims include the following:

- Making arrangements for students involved to return to school
- Arranging alternative teaching, where necessary
- Providing support to staff members and students affected
- Arranging consultations with educational psychologists/counsellors, where necessary
- Clarifying support arrangements and referring students for individual help, if appropriate
- Keeping parents updated and informed

9.3. In the longer term, the school's aims include the following:

- Introducing support systems to continuously monitor vulnerable students and staff members
- Discussing how to mark anniversaries
- Ensuring all staff members, including new staff, are aware of students affected by the incident
- Acting sensitively to students' needs
- Ensuring students and staff members know how to obtain further help, including via external support services

10.0 Post incident support

- 10.1 Staff members will strive to create a welcoming atmosphere in which students can openly discuss life events, including when critical incidents occur.
- 10.2 Following a critical incident, staff members will consult with the parents of students involved regarding how best to support the student, ensuring that their needs are taken into account.
- 10.3 Counselling will be offered to students and staff who were involved in, or witnessed, a critical incident. Topics including bereavement, stress and safety will be covered as part of the curriculum
- 10.4 Students and staff will be provided with safe areas where they can take a timeout if necessary.
- 10.5 Absences must be authorised in the usual manner for students attending events following the incident, including funerals and counselling sessions.
- 10.6 The critical incident management team will lead debriefing meetings for staff members, students and parents, as well as for the wider community where appropriate. Strategies will be implemented for managing any distress that could be caused by ongoing police enquiries, legal proceedings or media attention.
- 10.7 The need for individual or group support will be assessed by the incident management team in the period following a critical incident.
- 10.8 The school will ensure the demands on students and staff, e.g. deadlines for coursework or additional duties, are appropriate or deferred/cancelled if necessary. Arrangements will be made for a member of staff to visit those affected, whether at home or at hospital – consent will be sought from parents before visits take place.
- 10.9 Where necessary, the school will liaise with parents regarding a phased return to school for students involved in a critical incident.

11.0 Media Relations

- 11.1 All communication between the school and the media will be conducted through the critical incident management team. Press interest will be generally managed by the Devon County Councils press office.
- 11.2 All statements will be agreed by the Head teacher and critical incident management team before going to the press. Students will not be named during communication with the press unless parental consent has been sought.
- 11.3 Personal information regarding staff members, students and visitors will be kept confidential and treated in accordance with the school's Data Protection Policy. Child protection and safeguarding measures will be taken when reporting about students.
- 11.4 Details of the critical incident which may be harmful to investigations into the incident or which reveal personal information will be treated as confidential.
- 11.5 Staff members will not talk off the record to the media and will refer all enquiries to the Head teacher or critical incident management team.
- 11.6 Where appropriate, a pre-prepared statement containing basic information about the school and the school's procedures will be used.
- 11.7 The critical incident management team will ensure that any media access to the site, staff and students is controlled.

Appendix 1

Emergency Contact Details and Critical Information

Subject	Details
Critical School Contact Information	
Method by which parents are informed of school closures	
Details for school closure notification	
Contact Details for Support organisations	
Contact details for local organisations	
Water Isolation Valves	
Gas isolation Valves	
Electricity Isolation	
Evacuation routes and assembly points	
Action for short term loss of premises	
Action for long term loss of premises	

Appendix 2

Emergency Coordination Team Check Lists

Ref	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and students will be reunited. 	
C3	<p>Wherever possible / appropriate, assign members of staff to relevant roles and provide copies of sheets:</p> <ul style="list-style-type: none"> ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare 	
C4	<p>Remember to:</p> <ul style="list-style-type: none"> ▪ Allocate tasks amongst the SLT ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of SLT / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support. 	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all students, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform trustees as appropriate.	
C10	Decide the most appropriate method of contacting relatives of students / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

Ref	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SLT. Work closely with the SLT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	<p>Ensure that regular briefings are given to:</p> <ul style="list-style-type: none"> ▪ Staff ▪ Students ▪ Parents / carers ▪ Trustees ▪ Extended services. 	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

Ref	Co-ordination - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SLT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for school staff involved in the response.	
C25	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
C26	Initiate a review of the school emergency plan.	
C27	Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.	

Ref	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications. 	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, students and parents / carers are informed of any changes to the school routine.	
BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	

Ref	Business continuity - recovery	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

Ref	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO2	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

Ref	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Students ▪ Parents / carers ▪ Trustees ▪ Extended services. 	
CO6	Consider the most effective arrangements for contacting students and parents / carers. Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. 	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to students and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

Ref	Log-keeping - initial response	Tick / sign / time
LK1	Attend SLT briefings. Keep a log of important information, actions taken and decisions made.	
LK2	Ensure that each member of staff keeps an incident log.	

Ref	Log-keeping - ongoing response	Tick / sign / time
LK3	Provide administrative / secretarial support to the SLT.	
LK4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
LK5	Record details of any expenditure incurred by the school.	

Ref	Log-keeping - recovery	Tick / sign / time
LK6	Collate all incident logs, making copies if necessary.	
LK7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	

Ref	Media management - initial response	Tick / sign / time
M1	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests – contact details in this plan.	
M2	Ensure media access to the site, staff and students is controlled. Do not let the media onto the school site or give them access to students unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M3	Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.	
M4	Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M5	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
M6	Be prepared to be interviewed by the media.	

Ref	Media management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the SLT, emergency services and other organisations as appropriate.	
M9	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	
M10	Advise staff on where to direct media enquiries. Ask staff, students and parents / carers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref	Media management - recovery	Tick / sign / time
M12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
M13	Be aware of media interest in memorials or anniversaries of the event.	

Ref	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: <ul style="list-style-type: none"> ▪ Advise staff and trustees that they might have to prove their identity before the emergency services will grant them access. ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. ▪ Ensure that media access to the site is controlled. 	

Ref	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> ▪ SLT briefing room ▪ Briefing area for parents / carers ▪ Media briefing room. 	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

Ref	Resources - recovery	Tick / sign / time
R10	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
R11	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
R12	Procure temporary classrooms if appropriate.	

Ref	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of students, staff, parents / carers, visitors and responders.	
W2	Identify students who may require additional support: <ul style="list-style-type: none"> ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) ▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident). 	

Ref	Welfare - ongoing response	Tick / sign / time
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W4	Make arrangements for reuniting students with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W5	In groups as small as practicable, inform students about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support students..	
W6	Where possible, every child should to be spoken to, and asked if they are alright, before they leave school.	
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W8	Ensure that staff take regular rest periods.	

Ref	Welfare - recovery	Tick / sign / time
W9	Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

Ref	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all students and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of students and staff.	
E5	Identify students with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any students or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any students to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / student ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad). 	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to students and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the headteacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure students. Make arrangements for the longer-term welfare needs of students and staff.	
E16	Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number. 	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask students and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref	Educational visit leader - recovery	Tick / sign / time
E25	Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

Ref	Post incident support - assistance for students and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor students and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer students and staff the opportunity for psychological support and counselling. Ensure staff and students know that support is available and arrange access to these services as necessary.	
P3	Consider which students need to be briefed, how, and by whom.	
P4	Provide opportunities for students to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage students from talking about their experiences.	
P5	Consider providing relevant books in the school library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging students to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on students (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers with information on: <ul style="list-style-type: none"> ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the school ▪ Who to contact if they would like additional support. 	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by students and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If students who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the headteacher of the new school.	

Ref	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care. 	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions students might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which students were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that students could use if upset during the school day. 	
P24	Brief students who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> ▪ Missed work ▪ Rescheduling projects ▪ Exams. 	

Ref	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> ▪ Closing the school on the day of the funeral as a mark of respect ▪ Remote virtual attendance at a funeral via MS Teams or Zoom ▪ A senior member of staff attending the funeral on behalf of the school ▪ If staff and students can be allowed time off school to attend the funeral ▪ Providing transport to take students and staff to the funeral ▪ Providing students with information about what happens at funerals ▪ Arranging floral tributes and / or donations. 	

Ref	Post incident support - remembrance	Tick / sign / time
P29	<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children). 	
P30	<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> ▪ Birthdays ▪ Christmas ▪ Mother's day ▪ Father's day ▪ Anniversary of the event. 	
P31	<p>Discuss with trustees, staff, parents / carers and students how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event. 	
P32	Be aware of renewed media interest near anniversaries of the event.	

Appendix 5 – Notice for all classrooms to be included with Fire Evacuation Procedure

School Evacuation / Lockdown Process

Please follow these instructions carefully. We must ensure any evacuation or lockdown is made in silence so that we can hear any emergency instructions, Emergency Services arriving or directions to go elsewhere. We should assume each evacuation is real to ensure so that in the event of real emergency, we all know what to do.

Thank you. Someone’s life may depend on this.

Alarm	Signal	Instructions
<p>Electronic Sounder</p>	<p>Fire Evacuation</p>	<ul style="list-style-type: none"> - Students / staff evacuate buildings in silence leaving all bags behind. - Take any clothing as it may be cold / wet. - Close windows & doors. - Laminated signs will show where tutor groups line up. - Students line up in silence with tutors in register order facing nearest fence. HoH / Head of 6th form collect registers and distribute to Tutors. - When registers have been taken, HoH return to Collection point and inform SLT i/c who is missing and await further instructions. - Once the emergency is over, dismiss in this order ; Sup Staff, 6th form, KEN + RAL, COL + PAT.
<p>Tone over class change system with “Managed Evacuation” voice</p>	<p>Managed Evacuation</p>	<ul style="list-style-type: none"> - Students / staff evacuate buildings in silence - Take all bags and personal items with you - Leave windows and Doors - Laminated signs will show where tutor groups line up. - Students line up in silence with tutors in register order facing nearest fence. HoH / Head of 6th form collect registers and distribute to Tutors. - When registers have been taken, HoH return to Collection point and inform SLT i/c who is missing. - Member of SLT will issue instructions regarding next steps.
<p>Tone over class change system with “Lockdown” voice</p>	<p>Lockdown</p>	<ul style="list-style-type: none"> - Keep all students inside the school building. - Students who are outside of the school buildings are go inside as quickly as possible, unless this endangers them and others - Lock / secure entrance points to buildings where possible - Where possible and appropriate, lock classroom doors. - Stay away from windows and doors. - Ensure you are aware of an exit point in case a quick exit is needed - Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services at which point the fire alarm / managed evacuation bell will be sounded. - Notification of actions for staff after the bell has ceased will be given via email in the event of a lockdown or via a cancellation using the class change system.