

Parkside House school

Critical Incident Policy

July 2014

Policy on Disaster/Crisis Management;

- Aims/Objectives
- Scope of the plan
- Plan Activation
- Recovery Management Team Responsibilities
- Emergency Action List
- Emergency Evacuation
- Bomb Threat
- Closure of School/College
- Premises Related Material Damage
- Structural Damage
- Gas Leak
- Hazardous Spillage
- Power Cut
- Personnel Related
- Assault on Staff
- Intruders
- Medical
- Suicide Threat or Attempt
- Death, Serious injury or Medical Emergency
- Missing Pupils/Students
- Abduction
- Appendices
- Monitoring of impact

1 Introduction

Handling crises is not a normal part of School life, but they do sometimes occur. Some incidents, however, are of a more critical and overwhelming nature in which staff, pupils and parents may experience acute, even prolonged distress. A critical incident can be described as an event or events outside the range of normal human experience, of significant personal distress to a level which potentially overwhelms normal responses, procedures and coping strategies and which is likely to have emotional and organisational consequences.

2 Examples of critical incidents

A list of critical incidents may include:

- The sudden death of a pupil or member of staff
- A serious accident involving students and/or school personnel on or off the premises
- A violent act on school premises by malicious persons, either in person or by means such as arson, bomb, vandalism etc.
- A school building becoming unsafe as a result of fire, flood or other incident
- A more widespread emergency in the community, for example the release of hazardous substances, severe weather, flooding etc.
- Severe power loss
- Public health threats (e.g. meningitis)

3 Other events also deemed to be emergencies

These include:

- An incident in the community which is seen or experienced by pupils/students or staff
- An incident affecting relatives of pupils which is known about in the school
- An incident affecting a nearby school or area
- Civil disturbances or terrorism

4 Important factors

These include:

- The suddenness of the occurrence
- The shock effect
- The apparent uniqueness of the occurrence
- The need for any support to be available very rapidly
- The publicity and attention which sometimes follow
- The need to communicate with a number of people quickly

5. Introduction

When schools face a critical incident, research suggests that they cope best when they have clear procedures and know how to use support networks. Staff, need to be as fully prepared as possible before any such incident occurs. Many schools and organisations have found it useful to have a Critical Incident Team (CIT), which may be part of their emergency planning procedures and policies, such as evacuation procedures. At Parkside House school the following staff members make up the CIT, Mrs Belinda Young, Mr Andrew Barnes Mr Gary Cowens, and Mrs Jackie Burton.

6. Immediate action

Notify the appropriate emergency services and convene the CIT.

6.1 Gather information

It is important to collect as much information as possible about the incident. This information should be documented and kept as a written log. The following should be included:

- What happened
- Where and when the incident took place
- Whether there is still a continuing danger
- If the incident happened off-site, what help is required from the school
- The numbers and names of those injured and the extent of their injuries
- The current location of those injured, and the name and contact number of an adult present
- The location of pupils who were involved but not injured, plus the name and contact number of an adult present
- The name and contact number of an adult at the incident site (if off-site)
- The name and contact number of local police

6.2 Assess continuing risk

Is it likely that further injuries or damage may occur? If there is a continuing risk, the first priority must be to safeguard the welfare of the pupils, staff and visitors. Ensure that any immediate action is to protect people or property and does not give rise to further risk.

6.3 Brief the Critical Incident Team

Additional members may be needed when the incident involves a particular group in the school. The Head teacher has responsibility for what happens in the school, and is therefore responsible for the actions of the CIT. However, she may choose to delegate the leading of this team to a pre-arranged member of staff. The purpose of the briefing is to share information gathered about the incident and allocate responsibility for immediate and short-term tasks.

The Head teacher will call a meeting of this team at least annually to update names, contact numbers, checklists and procedures.

6.4 Contact appropriate agencies

In all circumstances contact the Governing Body, Local Authority and it may be appropriate to notify The Educational Psychology Service and Social Care Services, as well of course the emergency services required.

7 Action within the first hour

7.1 Contact the families of those involved

The school will maintain an up-to-date list of emergency contacts for Pupils and staff, and ensure it has an effective procedure for knowing who is on site. In the event of serious injury or death, the police will be involved and are likely to take responsibility for informing relatives in person. However, it may be helpful for them to be accompanied by a member of staff.

In other circumstances, contacting the families of those involved should be done quickly and sensitively by the school. If the contact person cannot be reached by telephone, leave a brief

message asking them to telephone a particular number. Try to avoid leaving complex messages as these can become distorted when conveyed.

When releasing information to a wider audience, e.g. parents, prepare the information with care. Give the appropriate facts and express sympathy or concern.

Blame and liability should not be attributed. Remember that the media may get access to this statement.

7.2 Telephone communication to and from the School

Inform Local Authority Senior Communications Officer, who may be able to offer advice with the press and media.

When the news of an incident reaches the community, a large number of people will want to contact the School for details. This could jam the main telephone line, making it difficult for outside calls to be made and for others to get through. The school will dedicate a particular mobile phone number to be used as an emergency contact number.

Callers phoning the usual School line should be given a factual statement and reassurance that action is being taken to manage the situation. If further details are requested, ask the caller to leave a name and number on which they can be contacted. Be courteous but concise to keep the line free for other callers. Parents will need to know whether to come to the scene of the incident, or whether their child will be returned to the School or home.

7.3 Inform School staff

Provide staff with the factual details of the incident so that they can feel confident when handling questions and issues. Tell them when this information will be updated. Encourage staff to refer enquiries to the CIT when in doubt. Ask them not to talk to the media. This minimises the risk of mixed messages and misinformation.

7.4 Inform pupils

Tell pupils what has happened and allow them to ask questions. Decide whether it is better to talk to large groups, small groups or individuals. This process is often best managed in small groups, by a member of staff who is well known to the students and confident in handling their reactions.

7.5 Controlling access to school

It will be necessary to control access points to the School site, allowing parents in but not the press. The Head teacher will say who can enter the School and who cannot. Members of the press should not enter without permission.

8 Action within the next few hours

8.1 Arrange debriefing for staff and pupils involved in the incident.

The nature of debriefing sessions will depend on the incident. We will consider a different process for the following

- Casualties
- Witnesses
- The wider community

We will also bear in mind:

- Whether separate briefings might prevent the incident from escalating
- The differing needs of pupils of various ages and at different stages of development
- Whether all parties need to know all the facts, thereby exposing everyone to the same levels of stress
- The closeness of individuals to the incident
- Whether there is good reason to respect the confidentiality of someone involved.

8.4 Identify any inappropriate content of the School curriculum

Pupils/Students who have recently been traumatised are especially sensitive to reminders. Children's literature, assembly stories and episodes in history all provide sources of likely triggers. We will not avoid such references altogether, but anticipate likely reactions and ensure that teachers feel able to manage them.

8.5 Develop a plan for handling the feelings and reactions of others

We will be alert to possible staff reactions, even among those who are not directly involved but for whom the incident triggers difficult emotions. Outside agencies can offer support and advice to staff.

9 Longer-term Action

9.1 Support available to Schools

If we face a major critical incident we will galvanise the resources of our community – teachers, School Mentors/Councillors, parents and other agencies – to support us through the difficulties. In some circumstances we will need extra help to provide emotional support, debriefing and counselling from the Educational Psychology Service or from external agencies (e.g. health trusts or religious or voluntary organisations).

In the aftermath of a major incident, especially one attracting media attention, we may be inundated with offers of help from voluntary groups and individuals. The Head teacher will select and manage such offers carefully to meet the best interests of pupils and staff. It is clear that anticipation of a critical incident, through basic planning and staff training, will be invaluable if such an event occurs.

9.2 Information sharing and planning with staff

School staff, may feel responsible for supporting the pupil or class during a period of crisis. However, they also have to deal with their own emotions. A new loss may evoke memories of a previous one. Grief or other reactions may return for a while.

In addition, there are several reactions connected with being a professional person having responsibility for the support of children and young people. Feelings of helplessness and inadequacy in the face of others' grief and pain are not uncommon. Shock, embarrassment, guilt and a wish to push down the emotions are all natural reactions at such times.

It is important that staff members have support networks readily available and feel able to ask for help. Senior staff will be responsible for seeking appropriate guidance from outside agencies. It may be helpful for teachers to discuss the difficulties they may face collectively. We will endeavour to maintain as normal an atmosphere as possible, therefore providing a stable environment that will help our pupils/students and staff to cope with any stress arising from their personal circumstances.

It is also important to remember that School staff, including teachers and assistants are not trained counsellors. They are not expected to offer bereavement counselling. Listening and being available for comfort are the main skills required. However, if a member of staff feels unable to offer support because of their own reactions, this should be acknowledged and accepted, and another colleague should be considered for the role. Specialist support can be provided to help a group of staff come to terms with a critical incident and to plan their responses to pupils/students, colleagues and parents.

9.3 Information sharing sessions for pupils/students

Evidence suggests that when pupils are directly involved as witnesses to a traumatic incident they benefit from structured debriefing sessions. Debriefing can also benefit pupils on the periphery of an incident. This enables them to express what they saw or heard, how it affected them and how they feel about it in retrospect.

As a school we will usually handle this process ourselves. For more demanding and emotive situations, however, specialist support is valuable. Specialist help needs careful planning and is likely to be given between one and four weeks after the incident. It is essential to get parental consent to student's involvement.

10 Managing trauma

10.1 Introduction

The management of a critical incident can result in a great deal of stress for those involved. It is therefore important to:

- Acknowledge the emotional state of staff and pupils and allow time and space when needed
- Acknowledge that some staff may not wish to or be able to be directly involved in supporting pupils
- Be aware that the burden of support may fall disproportionately on a small number of staff
- Acknowledge that the incident may act as a trigger to pupils who are emotionally vulnerable, even if they are not directly involved. This may result in difficulties in behaviour and relationships

10.2 Providing opportunities to talk through or otherwise express personal reactions

While attempting to ensure continuity and normality, staff should encourage pupils to talk about their feelings and be prepared to listen to them.

It is often difficult for pupils to make sense of, and talk about, what has happened because of their limited thinking and communication skills. It is therefore helpful if familiar adults are particularly alert to the signals which show that the pupils are still working through what has happened.

Some pupils may require support which cannot be provided in a class or small group. If needed, short-term counselling should be offered by appropriately trained and supported staff, possibly outside the normal timetable.

Groups of pupils may be offered support from outside professionals who can debrief them, to help them understand their reactions and develop coping strategies.

Parental permission should be sought in this instance.

Staff closely associated with the pupils involved should be offered opportunities for debriefing and counselling. Be aware of the possible delayed reactions of those actively involved in responding to a

critical incident. Staff, who are co-coordinating the School's response should be supported and scheduled for relief periods.

Some pupils/students and staff may need therapeutic help for a considerable time or at some time after the event. New staff would need to be made aware of loss, etc.

10.3 Continuing or quickly re-establishing normal routines

Every attempt will be made to provide as much continuity as possible for pupils. We will maintain the normal School day, as far as possible, so that pupils are unsettled as little as possible.

10.4 Formal and informal recognition and rituals

Arrangements may be made to express sympathy to the families directly affected by the incident, for example:

- Injured students can be visited in hospital
- Pupils can be encouraged to send cards and letters. Set up a memorial area where pupils can leave messages of condolence
- Plan to attend a funeral, if welcomed by the family involved
- Discuss the desirability of holding special assemblies and memorial services
- Anniversaries are key times and we will ensure such times are planned for and handled with sensitivity.

10.5 Return to School by pupils/students or staff

Pupils and staff, who were injured or distressed as a direct result of the incident, will need significant support to reintegrate back into School life. We must remember to provide help to others returning to School after an absence, for example:

- Staff and students on sick leave at the time of the incident
- Anyone who missed the debriefing sessions

11 Implementation, Monitoring, Evaluation and Review

6.1 The schools will review this policy yearly and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.

Review date: July 2014

Signed: _____ **Date:** _____

Head teacher/Chair of Governors

Policy on Disaster/Crisis Management

Background to the policy:

DEFINITION

'An event, or event usually sudden, which involves experiencing significant personal distress, to a level which potentially overwhelms normal responses and procedures and which is likely to have emotional and organisational consequences.

AIMS

- To establish planned emergency arrangements and procedures
- To inform staff that planned emergency contingency arrangements exist
- To provide re-assurance of the practical help that is available from Local Authority and other agencies at short notice

OBJECTIVES

- To maintain as far as possible, normal level of service.
- Contact and advise staff of immediate contingent arrangements
- Contact and reassure parents/carers that the School is fully operational
- To set up temporary accommodation and other resources including telephone/fax/computer systems.

This policy applies to:

All staff, students and visitors to Parkside House School

This policy came into effect **September 2011**

Statement of the policy

This policy will set out the School's approach to handling emergency incidents, so that all staff are aware of the policy and can act appropriately and effectively. This policy aims to prevent loss of life, minimise casualties and reduce the impact of the emergency in terms of personal injury, stress, and damage to property.

A CIT will be established consisting of the following key personnel.

Chair of Governors	Mr Ken Thompson
Head teacher	Mrs Belinda Young
Deputy Head teacher	Mr Andrew Barnes
School Administrator	Mrs Jackie Burton
Fire Officer	Mr Gary Cowens

Links

to other policies and additions to the policy:

- **Flu pandemic**
- **Accidents and reporting**
- **Health & Safety of pupils of Educational visits**
- **Evacuation Policy and Fire safety Policy**
- **Safeguarding & Child Protection Policy**

Scope of the plan

In School: -

- A deliberate act of violence, such as the use of a knife or firearm
- A School fire or Laboratory explosion or fire in nearby premises
- A student or teacher being taken hostage or other terrorist acts including bomb threats
- Flooding of a significant part or the whole of the School
- School being struck by lightening
- Destruction or serious vandalism of part of the School
- Gas leaks

Outside the School:

- The death of a student or member of staff through natural causes
- A transport related accident
- A local or national emergency where the School has to be used a designated place of refuge
- Civil disturbance and terrorism

RECOVERY MANAGEMENT TEAM RESPONSIBILITIES

Area Of Responsibility	Action	Person Responsible for initiating Action
Press release Advising the media	Prepare a statement for the press and media. Take advice from LA	Chair of Governors/Head teacher
School closure	Consider School closure or the sealing off of an area	CIT Team
Advising Staff	Consider contacting staff Members	CIT Team
Advising Parents	Contact parents by phone	CIT Team
Advising Governors	Contact Governors	Chair of Governors
Advising Pupils	Hold group meetings	CIT Team
Advising Outside Authorities	Contact LA as appropriate	CIT Team
Advising Insurers	Contact Insurance Brokers	CIT Team
Safety of Staff & Pupils/Students	Take a register if buildings have been evacuated	Teachers
Safety of site	Evacuate buildings. Call emergency services. Liaise with them on arrival. Site Plans ready	CIT Team
Temporary accommodation	Arrange accommodation	Headteacher & Governing Body
Temporary telephones	Mobile availability + direct line to Head teacher	CIT Team
Computer systems	Reinstatement of files etc.	Network Manager
Contact suppliers	Letters, emails etc.	School Administrator

EMERGENCY ACTION LIST

STAGE 1 - Initial Actions

- Open and continue to maintain a personal log of all factual information received, actions taken, and the time of those events.
- Make every attempt to clarify exactly what has happened.
- Consider whether the incident requires the involvement of the 'Local Authority Support Team' Initial contact is recommended in emergencies in case they have wider significance.
- If deputising for the Head teacher, try if possible to contact and brief her
- Inform the Chair of Governors of the incident. Ensure they are available and briefed for interview by the Media at the appropriate time
- It is especially important that if names of those who may have been involved in the incident are known DO NOT release or confirm them to anyone, before those

identities are formally agreed and parents/next of kin are informed.

- Call in the designated staff members to form, Recovery Management and CIT. Team and nominate one as on-site co-coordinator to oversee the team
If during term time - unless there is overwhelming pressure, avoid closing the School and try to maintain normal routines and timetables. If the School remains open, a number of facilities may need to be set up. A control and coordination point. Parents' meeting/greeting point. Media gathering/briefing point. Staff welfare facilities.

If outside term time (or outside School hours) - arrange for the Site Manager to open certain parts of the School as appropriate and be available (and responsive) to requests. Also arrange for immediate school administration support.

STAGE 2 - Organisation

- Agree appropriate identification of Local Authority Support Team members, issuing badges and providing on-site facilities.
- Set up arrangements to manage visitors – arrange for their names to be recorded.
- Set up arrangements to enable accurate information to flow into and out of the School and for telephones, by ensuring:-
 1. There are sufficient staff to answer calls.'
 2. A message is placed on the School emergency line and reception answer phone
 3. Staff maintain records of all calls received
 4. Brief up to date prepared statements are available to staff answering phones
 5. Telephone staff are alerted to the fact that some calls could be bogus
 6. Media calls are directed to The Governing Body
 7. An independent telephone is available for outgoing calls only.
- Arrange for all staff to be called in and if necessary briefed at an early stage plus subsequent briefings (2 per day for 10 minutes). Be aware of how colleagues are coping.
- Arrange for all pupils to be told at an early stage ideally in small groups by Teachers/Year Tutors wherever possible.
- Discourage staff and pupils from speaking to the Media.
- Arrange if appropriate, for CIT members to have a copy of the Next-of-Kin list.

Parents:

If pupils are involved, the contacting of parents will be an important early task (remember if it is a major incident, the parents may have already heard). It may be appropriate for the parents to come to the School for a briefing and support.

Maintain regular contact with parents.

If the incident is away from School, seek police advice whether parents should travel to the scene or whether children should be taken home.

Staff:

Remember to have regular breaks and advise others to do so.

Maintain regular contact with staff and make a point of seeing that all staff involved know each other's roles and responsibilities.

Try to be positive and respond positively to ideas and suggestions. Be available to see staff when required. Remember some members of staff may be so affected, that they will not be able to help in supporting children. Provide professional support for those dealing with the situation.

STAGE 3 – Period following the close of the incident

When appropriate seek advice from LA Support Team and local clergy contact on special assemblies/funeral/memorial services.

Arrange for a member of staff to make contact with any Pupils either at home or in hospital. Make sensitive arrangements for return to School (as appropriate).

STAGE 4 - Longer-term issues

Work with staff to monitor pupils informally.

Clarify procedures for referring pupils for individual help. Be aware that some staff may also need help in the longer term. Recognise and, if appropriate, marking anniversaries. Remember to make any new staff aware of which pupils/students and staff were affected and how.

Remember that legal processes, inquiries and even news stories may bring back distressing memories and cause temporary upset within the School.

Remember if the incident does attract Media attention, it is likely that interest will continue for many weeks.

EMERGENCY EVACUATION

In the event of a fire; bomb threat etc. and, following the normal 'fire drill' procedure:
Assemble in the car park.

EMERGENCY INTERNAL PROTECTION

If the danger comes from outside: **GO IN, STAY IN, and TUNE IN**

Sound distinct signal to close all doors and windows and remain inside the building

Go to an upper floor and to rooms facing away from the incident

Eliminate any ignition sources and stop any ventilation systems

Listen to local radio and wait for telephone communication. Mechanically powered radios to be in each main building

BOMB THREAT

Priority Contacts

Ambulance	
Fire Brigade	999
Gas Supply	24 hr. emergency line 0800 440 4090
Insurers	Royal Sun Alliance
Police	999

Action

This may occur in two ways, either by telephone call advising the School of a bomb planted on site or by the location of an unidentified package.

1. If a telephone call is received inform the Head teacher and clear the building immediately. Telephone 999. Complete the Bomb Threat Check List as soon as all emergency procedures have been completed.
2. If a suspicious package is identified clear the immediate area
3. Avoid the use of two-way radios and mobile phones.
4. Avoid causing vibrations
5. Evacuate people at least 100 meters from the immediate danger area
6. Inform the Head teacher/Assistant Head teacher in charge
7. Call emergency services
8. Do not allow anyone to re-enter the building until authorised to do so by the police.
9. If necessary, evacuate School to emergency evacuation centres

CLOSURE OF School DUE TO SNOW/EXTREME BAD WEATHER

Priority Contacts

Local Authorities		
Local Radio	Metro Radio	0191 2306100
	Metro Radio	0191 – 2306100
Taxi Companies		

Action

- Inform local radio stations.
- Place message on School answer phone
- Display large notice at School gates
- Send out text alert
- Permission to leave should not be given to **ANY** pupil prior to the dismissal message being given.
- No staff should leave the premises until an orderly dismissal of the pupils has taken place.

PREMISES RELATED MATERIAL DAMAGE

Priority Contacts

Architect	Fire Brigade
Builders	Fire alarms
Computer Network	Gas Supply
Electricity Supply	Generators / Plant Hire
Environmental Health Officer	Glaziers
HSE	Temporary Accommodation
Insurers	Temporary Buildings
Plumber	Water Authority
Electricians	Temporary Accommodation

FIRE

Priority Contacts

Ambulance	999
Fire Brigade	999
Gas Supply	24 hr. emergency line 0800 440 4090
Insurers	Royal Sun Alliance 01403232323
Police	999

Action

Details of fire drill are contained in the Fire File and displayed around school.

During the normal working School day

1. Sound the alarm – be aware of the nearest alarm and fire extinguisher.
2. Notify Reception and request they dial 999.
3. Follow the evacuation plan.
4. Close windows.
5. Turn off computers/appliances.
6. Assemble at your pre-arranged points

STRUCTURAL DAMAGE

Action

Ensure everyone moves to, and remains in, a safe place in another area of the building or outside, well away from the building depending on the nature and extent of the damage.

Do not allow anyone to re-enter the building until surveyors have inspected it

Inform Chair of Governors.

Review arrangements for the normal running of the School with the priority of keeping the site open.

GAS LEAK

Priority Contacts

Local Radio – various
Press Office - 0191 643 5077
TRANSCO - 24 hr. emergency line 0800 440 4090

Action

1. Notify school reception immediately. They will contact the gas supplier's emergency number.
2. Turn off the gas supply.
3. Open all windows and evacuate the area, following normal evacuation procedures.

HAZARDOUS SPILLAGE

Action

1. Clear the room and surrounding areas
2. Notify reception
3. Call fire service if necessary
4. Remove contaminated clothing (beware of cross contamination) and shower affected person
5. If pupils/staff are showing any adverse medical symptoms call for medical assistance
6. Try to contain spillage by covering with sand, closing doors and windows
7. Seek further advice from LA Support Unit
8. Be aware of COSHH guidelines

POWER CUT

Priority Contacts

Electricity Supply - 24 hr. emergency line 0800 66 88 77
Computer Network -
Gas Supply - 24 hr. emergency line 0800 440 4090
Generators/Plant Hire -

Action

1. Advise School reception; Send a pupil to reception if necessary.
2. If long term in a particular building, arrange for alternative accommodation in another building for timetabled lessons as in daylight hours there will be natural light.
3. Advise catering staff. If the School cannot provide adequate facilities for lunch the School may need to be closed.
4. In the event of a power cut, the telephone network system does not operate. Mobile phones should be used to contact the relevant authorities/ people.
5. During School hours the Head teacher will decide whether normal lessons should continue in classrooms without power

PERSONNEL RELATED

ACCIDENTS TO PERSONS/LOSS OF KEY PERSONNEL ON AN ACTIVITY OR TRIP

Priority Contacts

Ambulance – 999
Insurers – Royal Sun Alliance
Gas Supply 24 hr. emergency line 0800 440 4090
Insurers Royal Sun Alliance 01403232323
Local Authority – NTC 01916435869
Local Paper Evening Chronicle 2327500
Police – 999

Action

1. Establish the nature and extent of the emergency.
2. Make sure all other members of the party are accounted for and are safe.
3. Advise other party staff of the incident and of actions taken. If only one adult is available in the circumstances a decision will have to be reached as to the best course of action.
4. Ensure that an adult accompanies any casualties to hospital. If only one adult is available in the circumstances a decision will have to be reached as to the best course of action.
5. Ensure that remaining pupils are adequately supervised and arrange for an early return to base.
6. Arrange for one adult to remain at the site of the incident to liaise with the emergency services until the incident is over and all pupils are accounted for.

Control access to telephones until the senior member of staff has contacted parents/others directly involved. Give full details of the incident including:

- Nature, date, location and time of the incident
- Details of injuries, etc.
- Names and home telephone numbers of those involved
- Action taken so far
- Telephone numbers for future communication

7. Do not discuss matters with the media.
8. The party leader should, at the first opportunity, make notes on the incident, as should other people involved. A record should be kept of the names and addresses of any witnesses or people involved.
9. Do not discuss legal liability.
10. Contact parents/next of kin of involved students/staff and advise them to come to School.
11. Contact Governors and arrange for the CIT to have appropriate working areas in School
12. Hold a press conference and ensure accurate information is given at regular intervals, if possible in a building outside of the School.
13. Ensure that some telephone lines are available for outgoing calls, mobile phone available.
14. Ensure members of the Team are certain of their responsibilities.
15. Endeavour to keep the press away from distressed pupils
16. Try to run the School as normally as possible with the use of the pastoral system.
The Head teacher's main role will be with the CIT and, in consequence, the Deputy Head teacher or other appointed staff will have to take responsibility for running the School.
17. Arrange for counselling of pupils if thought to be appropriate
18. Inform insurers giving the following details:
 - Exact location of incident
 - Time of incident
 - Brief details of circumstances
 - Extent of damage or loss
 - Current situation
 - Co-coordinator of incident.
 - Assist parent(s) with medical or funeral arrangements. Handle letters, tributes,
 - Consider carefully any request to establish a charitable fund.
 - The most difficult people to manage are the press and media.

ASSAULT ON STAFF

Priority Contacts

Police – 999
Ambulance – 999

Action

1. Raise the alarm, Reception to contact key named person
2. Who will respond/arrive at scene?
3. Try to isolate offender.
4. Reception to contact Police and/or ambulance as required.
5. Follow guidance on assault of staff. All incidents should be reported.

INTRUDERS

Priority Contacts

Police 999

Action

Under no circumstances should force be used to evict intruders

1. All visitors to the School should report to Reception and be issued with a Visitors Pass (Regular visitors such as Governors and contractors will be issued with permanent passes).
2. If a stranger is sighted not wearing a Visitors Badge, if appropriate, challenge the visitor by asking for identification and a reason for being on the premises.
3. If you do not feel it appropriate to challenge the person, report the matter to Reception immediately. If reception is unavailable contact the Head teacher
4. Reception should contact/radio the Head teacher giving the location and a brief description.
5. The Head teacher will notify reception if they are to contact the Police

MEDICAL

Priority Contacts

Environmental Health
First Aider – see attached lists
Emergency Services
Counselling Services
Catering services

Action

Outbreak of Food Poisoning

- Inform Environmental Health Office.
- Inform parents and pupils as appropriate
- Prepare a press statement if required
- Catering Staff to reassess food hygiene and food sources.

Outbreak of Communicable Illness e.g.: Meningitis

- Contact the Support Services Assistant (Medical) and take appropriate medical action.
- Isolate pupils.
- Inform parents and pupils as appropriate.
- Prepare a press statement if required.

See Flu Pandemic Policy for further information

SUICIDE THREAT OR ATTEMPT

Action

- **Call emergency services**
- Protect other pupil's staff from witnessing the event
- Contact a designated person in charge of child protection immediately.
- Contact First Call seek advice
- See Child protection Policy

DEATH, SERIOUS INJURY OR MEDICAL EMERGENCY ON SCHOOL PROPERTY

Action

Never assume someone is dead until certified by appropriate medical personnel.
Continue providing appropriate medical support.

- Call first aid staff to location
- Notify emergency service
- Ensure pupils/staff not exposed to trauma
- Inform family of injured person
- Complete accident report form as soon as possible
- Notify Health and Safety Executive (RIDDOR)
- Seek advice if necessary from LA Press Office

MISSING STUDENTS

Priority Contacts

Parent/Carer
Police

Action

1. Report incident to Head teacher or Deputy Head teacher.
2. Inform parent.
3. Question friends to try to ascertain his/her intended movements.
4. If there is a genuine safety concern, inform the Police.

ABDUCTION

Priority Contacts

Parent/Carer
Police
Local Education Office
Press Office

Action

1. **Call Police immediately.**
2. **Ensure safety of other pupils/staff**
3. Notify LA so that other Schools can be alerted
4. Contact Press Office
5. Agree a spokesperson to liaise with media and Police.
6. Arrange a venue out of School for daily meetings to review previous day's events and plan the strategy for the day

Appendices

School/College Crisis Kit

The following documentation should be kept to assist with handling a disaster/crisis effectively. This information will be stored centrally in the main school office; a second copy will be kept by the Head teacher

- A list of pupil/student names, addresses and contact details including medical conditions.
- A list of teacher/staff names addresses and contact names. Updated at the start of the academic year and maintained by School Administrator
- A list of local Authority Contact details (including Police/ambulance and Fire service)
- Copies of floor plans showing evacuation routes
- A master Key
- Information about suppliers of electricity, gas, phone and other utilities and how to cut off supply.

Monitoring of impact:

The policy should be monitored by Head teacher and CIT

Date of next policy review: July 2014