



# CRITICAL INCIDENT MANAGEMENT PLAN

|                                                                          |                                      |                             |                  |
|--------------------------------------------------------------------------|--------------------------------------|-----------------------------|------------------|
| <b>Date of Issue:</b>                                                    | <b>20/03/2026</b>                    | <b>Date of Next Review:</b> | <b>2/03/2028</b> |
| <b>Person Responsible for Updating This Plan (Name &amp; Job Title):</b> | <b>Richard Balding (Headteacher)</b> |                             |                  |

**A copy of this Critical Incident Management Plan is retained in the Main Admin' Office for use in the event of a Critical Incident.**

**Further copies are held by:**

| <b>Name:</b>           | <b>Job Title:</b>         |
|------------------------|---------------------------|
| <b>Richard Balding</b> | <b>Headteacher</b>        |
| <b>Becky Burgin</b>    | <b>Deputy Headteacher</b> |
| <b>Anthony Davies</b>  | <b>Site Manager</b>       |



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## INTRODUCTION

The purpose of the Critical Incident Management Plan is to provide a framework for a prompt, effective, and organised response to sudden and traumatic events affecting the school and its community, to minimise harm, ensure safety, and facilitate recovery. The plan clarifies roles, outlines immediate actions for safeguarding children and adults, and establishes procedures for communication, managing a practical response to the incident, and returning to normal operations as quickly as possible.

The plan aims to:

- ❖ Maintain the safety of, and provide support to, all children, staff and visitors affected by an incident.
- ❖ Maintain the normal running of any parts of the school not affected.
- ❖ Return the whole school to normal activities / operation as soon as practically possible.
- ❖ Cover procedures for an incident occurring both in school time and out of school hours.

The plan also accounts for situations where the Headteacher believes:

- ❖ That the school will benefit from receiving additional support from the Trust or external third-parties, and / or.
- ❖ That the surrounding community in which the school is based is (or could be) affected by an incident.

## What is a Critical Incident?

A Critical Incident can generally be defined as an event, or sequence of events, which:

- ❖ Causes trauma within the school community.
- ❖ Overwhelms or threatens to severely impact on the normal, daily “business activities”
- ❖ Damages the reputation of the school and / or the Trust resulting in a significant loss of stakeholders’ confidence.

These events, or sequence of events, can be operational or non-operational in nature. Any occurrence can potentially escalate to become a Critical Incident depending on any number of factors that may be present.

## Critical Thinking Matrix

For an incident to be considered critical in nature, it would generally pose a significant threat to life or severely disrupt daily business. Internal incidents involving safeguarding, staff, standards or human resources have the potential also to escalate critically and should not be disregarded. No two incidents are the same and it is important to be aware of an incident’s potential to escalate and become critical in nature.

A Critical Thinking Matrix helps staff to identify the important characteristics of an incident that mean it could be, or escalate into, a Critical Incident. The matrix identifies various factors that should be considered, BUT this list is by no means exhaustive:

| Critical Thinking Matrix                                   |  |                                               |  |                                               |  |
|------------------------------------------------------------|--|-----------------------------------------------|--|-----------------------------------------------|--|
| Does the incident manifest one, or more, of the following? |  |                                               |  |                                               |  |
| Abuse or Neglect                                           |  | Asbestos Fibre Release                        |  | Bomb Threat                                   |  |
| Criminal Activity by Trust or School Staff                 |  | Crisis Affecting the Reputation of The School |  | Explosion                                     |  |
| Fatality Within the School Community                       |  | Fire                                          |  | Flooding                                      |  |
| Gas Leak                                                   |  | Hazardous Substance-Release On-Site / Nearby  |  | Major Accident Affecting the School Community |  |
| Police Presence (in Significant Numbers)                   |  | Public Health Outbreak (Locally or in School) |  | Serious Injury                                |  |
| Significant Building Damage or Loss                        |  | Significant Loss or Absence of Staff          |  | Terror Threat                                 |  |
| Utilities Loss                                             |  | Vandalism                                     |  | Violence or Threats of Violence               |  |
| Vehicular Incursion Targeting People                       |  | Vermin Infestation                            |  | Violence or Threats of Violence               |  |
| AND is there likely to be significant impact on:           |  |                                               |  |                                               |  |
| Pupils / Children                                          |  | Their Families                                |  | School                                        |  |
| Staff / Adults                                             |  | The Trust                                     |  | Other Key Stakeholders                        |  |

## Responding to a Critical Incident

Fortunately, Critical Incidents are rare, but they are highly variable in nature, and no two incidents are ever the same making it impossible to accurately predict the type and nature of every potential incident that could befall a school.

It is, therefore, equally impossible to create a plan that details every potential management or response solution that could be required in the event of a Critical Incident manifesting.

The best that can be reasonably achieved is to anticipate the most likely types of Critical Incident that may occur and to create a set of flexible, “generic guides to action” that schools can use as a detailed framework for building an effective response to any Critical Incident that may occur.

The “generic guides to action” that this plan provides (structured across 3 management phases) are those actions that should be considered by the Headteacher (or their nominated Reserve) when leading a Critical Incident Management Team (see below), in responding to a Critical Incident occurring in school (or in the local community and, therefore, affecting the school).

The Critical Incident Management Plan has a number of key features:

- ❖ **Critical Incident Management Team (CIMT):** the core-team, pre-determined by the school, who will manage and coordinate actions to address a Critical Incident (see page 4 for more information).
- ❖ **Incident Control Point:** the pre-determined location within the school from which the CIMT manage and coordinate actions to address a Critical Incident (see page 4 for more information).
- ❖ **Plan Activation:** following notification of a Critical Incident, Plan Activation is marked by the immediate recording of all the information received in the first section of the Critical Incident Management Log (see page 5 for more information).

- ❖ **Plan Implementation:** the Headteacher, as Incident manager (& CIMT Lead) enacts the implementation of detailed checklists of 15 groups of actions structured across 3 management phases of responding to a Critical Incident:
  - **PHASE 1: Immediate Actions** (see page 12 for more information).
  - **PHASE 2: Managed Response** (see page 16 for more information).
  - **PHASE 3: Restoration** (see page 19 for more information).

As a visual aid and for ease of reference, a single-page flow chart summary of the 3 phases / 15 actions can be found in Appendix 1.

Bearing in mind the commentary throughout this particular section, it should be noted that the order in which these actions are undertaken will depend entirely on the situation and the nature of the prevailing incident. Indeed, some actions may not even apply at all in some circumstances. Regardless, when determining a response to a Critical Incident, do what is safest - over-reaction is always better than under-action!
- ❖ **Guidance Notes:** where appropriate, guidance notes (red text in yellow boxes) have been appended to the checklists of actions and inserted at other key points throughout this Critical Incident Management Plan.
- ❖ **Critical Incident Management Log:** recording of information therein commences immediately upon Plan Activation and the school being notified of a Critical Incident. Accurate completion of the Critical Incident management Log is essential:
  - Initial at the end of every log-entry and date and time all log entries.
  - Note all relevant facts in chronological order.
  - Stick to the FACTS - do not include any assumptions (if you are noting down assumptions to show your reasoning for a decision, make this clear).
  - If you make a mistake, cross it out with a single line so that what is underneath is still visible, and initial it.
  - Do not use correction fluid.
  - Do not leave blank spaces - or if you do, rule them out with a line.
  - Do not overwrite - if you make a mistake, cross it out, initial it and start again.
  - Do not leave large blank spaces between words or between entries.
  - Any unused space after the end of a series of entries should be crossed through, then initialled, dated and timed.
  - Avoid approximations, obscure acronyms and abbreviations.

## Important Action Points for Schools

- ❖ **Personalise the plan** - it make suitable for, and relevant to, the specific school setting.
- ❖ Schools are advised to **create simplified versions of Emergency Procedures** (with supporting, simple site plans / drawings) for ease of practical implementation, particularly by pupils (please contact your Cluster Surveying Partner for assistance with this aspect, if required).
- ❖ Formulate the **CIMT Membership** (see page 8).
- ❖ Identify the **Incident Control Point** (see page 10).
- ❖ Following an evacuation of the buildings; in the unlikely event that it is considered necessary to leave site, an **Alternative Place of Safety** must be identified (for example, partner school, local college, leisure centre etc).
  - An Alternative Place of Safety must be pre-arranged and be a standing arrangement maintained by the school.
  - The school must also have specific arrangements in place for the movement of staff and pupils to the venue should relocation be necessary (see also Appendix 7.1: Evacuation Procedure).

- ❖ Keep a copy of the Critical Incident Management Log (see Appendix 2) in the main admin' office in case it becomes necessary to activate the plan.
- ❖ Create an Emergency Pack (see Appendix 5) and locate it in the main admin' office.
- ❖ Review the plan and its content at least once a year or sooner if there are any material changes (e.g. to staff contact details).
- ❖ Keep the plan up to date regarding personnel and their responsibilities and account for any changes in staffing.
- ❖ Ensure all staff that have a role in the plan are aware of the full scope of the plan and their roles and responsibilities.
- ❖ Staff who may not be part of the overall response to Critical Incident should still be made aware of the content of the plan, particularly the sections on emergency procedures as they are likely to be given tasks and responsibilities during the implementation of those procedures.
- ❖ To ensure all staff and pupils are familiar with the related emergency procedures, **schools should plan a schedule of future practices that:**
  - Adequately prepares pupils and staff should the procedure be required to be implemented for real.
  - The **Trust requirement** is that practices occur a **minimum of once per term** for all four emergency procedures, i.e:
    - Evacuation (Fire Drill).
    - Invacuation.
    - Partial Lockdown (this could be an escalation of an Invacuation practice).
    - Full Lockdown (this could be an escalation of a Partial Lockdown practice).
  - Takes account of the nature of the pupil population (some year groups may require more practice than others).
  - Varies the conditions of the scenario so no two practices are identical.
  - Allows for post-practice evaluation and amendments to the procedure if required - all recorded using the Emergency Procedures Practice Log (see Appendix 7.6).
- ❖ Using the form below, draw together some basic information about the school - this could be essential to the Emergency Services and / or other third-parties that are not familiar with the school and its surroundings.

#### **GUIDANCE NOTES:**

- ❖ Sections requiring completion by the school in order to create an individualised plan from this template, are in bold, **green text**. Specifically these are:
  - Front Title Page
  - Pages 6-10
  - Pages 35-36
  - Pages 40-41
  - Pages 44-45
  - Pages 48-49
  - Pages 52-53
- ❖ For help and support with any aspect of preparing the schools individualised plan, please contact your **Cluster Surveying Partner** in the first instance - contact details can be found in **Appendix 3**.

| Basic Information About the School              |                                                                                                                                                 |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| School Profile                                  |                                                                                                                                                 |
| Name:                                           | Veritas Primary Academy                                                                                                                         |
| Address & Postcode:                             | Weston Road, Stafford, ST18 0FL                                                                                                                 |
| Phone Number/s:                                 | 01785 333400                                                                                                                                    |
| Email Address:                                  | office@veritasprimaryacademy.com                                                                                                                |
| Website:                                        | Veritasprimaryacademy.com                                                                                                                       |
| Pupils On-Roll:                                 | 424                                                                                                                                             |
| Pupil Age-Range:                                | 3-11                                                                                                                                            |
| Pupils With SEND:                               | 126                                                                                                                                             |
| Pupils With PEEP's:                             | 0                                                                                                                                               |
| Staffing                                        |                                                                                                                                                 |
| Head Teacher:                                   | Richard Balding                                                                                                                                 |
| Deputy Head Teacher:                            | Becky Burgin                                                                                                                                    |
| Site Manager:                                   | Anthony Davies                                                                                                                                  |
| Other Key Staff:                                | Libby Fildes – AHT, Charlie Trunkfield – AHT, Becky Cross – DSL, Natasha Houghton – Office Co-ordinator                                         |
| Chair of Governors:                             | Kerry Dawson                                                                                                                                    |
| Physical Arrangements                           |                                                                                                                                                 |
| Number of buildings:                            | 2                                                                                                                                               |
| Vehicular access points/:                       | 1                                                                                                                                               |
| Pedestrian access points:                       | 1                                                                                                                                               |
| Details of any split-site arrangements:         | NA                                                                                                                                              |
| Location of mains gas isolation valve:          | Large Green Box outside exit door on Reception Class Playground. Nursery – Nursery Plant room at the left side of the building (Door Labelled). |
| Location of mains electricity isolation switch: | Main School Plant Room main distribution ball at back of hall outside by MUGA, and Nursery Plant Room round the back on the left hand side.     |
| Location of mains water isolation valve:        | Cellar End Room and Nursery Plant Room                                                                                                          |
| Location of fire hydrants:                      | NA                                                                                                                                              |
| Location of boiler house/s:                     | Main School Cellar below Reception and Nursery Plant Room                                                                                       |
| Any other relevant physical arrangements:       | NA                                                                                                                                              |
| Site-Related Hazards & Restrictions             |                                                                                                                                                 |
| Access limitations (height & / or width):       | NA                                                                                                                                              |
| One-way road systems:                           | One Way on main road outside of school due to no right turn.                                                                                    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| Location of CoSHH or chemical stores:                                                                                                                                                                                                                                                                                                                                                                                                                                                        | On System                                                  |
| Any third-party occupiers / locations:                                                                                                                                                                                                                                                                                                                                                                                                                                                       | NA                                                         |
| Any damaged & / or fragile parts of school buildings:                                                                                                                                                                                                                                                                                                                                                                                                                                        | School Roof is prone to leaking.                           |
| Any hazardous commercial operations being undertaken nearby:                                                                                                                                                                                                                                                                                                                                                                                                                                 | NA – However Police Headquarters next door.                |
| Watercourses on or near the school site:                                                                                                                                                                                                                                                                                                                                                                                                                                                     | NA                                                         |
| Known flooding zones which may be affected by drain failure / overflow:                                                                                                                                                                                                                                                                                                                                                                                                                      | NA                                                         |
| Any other site-related hazards & restrictions:                                                                                                                                                                                                                                                                                                                                                                                                                                               | NA                                                         |
| Checklist of Available Information                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                            |
| How to reset fire alarm:                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Press Silence the Press Re Set on Fire Panel               |
| How to reset intruder alarm:                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Turn off/Set with Fob or Code from Site Manager            |
| Heating & cooling plant operation manuals:                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Main School – online system, nursery – Left side of Boiler |
| Asbestos Register:                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Main School Office                                         |
| Any other relevant information:                                                                                                                                                                                                                                                                                                                                                                                                                                                              | NA                                                         |
| <b>GUIDANCE NOTES:</b><br>❖ Much of the information relating to physical aspects of the school could be captured on an annotated site plan of the school - this is then much easier to access and assimilate, compared to a written list, when provided to the emergency services and / or other third-parties that are not familiar with the school. Please seek assistance from your <b>Cluster Surveying Partner</b> in this regard - contact details can be found in <b>Appendix 3</b> . |                                                            |

## CRITICAL INCIDENT MANAGEMENT TEAM (CIMT)

The following table outlines the roles and responsibilities of members of the Critical Incident Management Team. For the purposes of identifying school staff to undertake the six roles within the CIMT, suggestions have been made as to the job-holders best-placed and expected to fulfil those responsibilities, however:

- ❖ School staffing profiles differ across the Trust so individual schools should determine if job-holders in roles other than those suggested may be better-placed to fulfil certain CIMT responsibilities, particularly those in relation to Parent Liaison and Pupil Welfare.
- ❖ Schools must also identify at least one suitable reserve staff member to deputise in the absence of a primary CIMT member.
- ❖ Wider school staff outside of the CIMT also have a fundamental role to play in supporting the response to a Critical Incident and the successful implementation of emergency procedures - accordingly they can expect to be designated with certain responsibilities in response to the managing of a Critical Incident, such as, Fire Warden duties, Zone Checking duties, pupil supervision, security duties and general support when implementing emergency procedures.

| Critical Incident Management Team (CIMT) |                              |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------|------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name                                     | Job Title                    | Contact No. | CIMT Role & Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Incident Manager (& CIMT Lead)           |                              |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Richard Balding                          | Headteacher                  | 07595042776 | <ul style="list-style-type: none"><li>Implements the Critical Incident Management Plan.</li><li>Oversees, leads and directs the Critical Incident Management Team.</li><li>Collates all relevant information relating to the emergency.</li><li>Monitors and manages the incident response.</li><li>Co-ordinates the incident response strategy.</li><li>Allocates responsibilities, as necessary, to members of wider school staff (outside of the CIMT) as part of the incident response and implementation of emergency procedures.</li><li>Contacts the Trust Central Team.</li><li>Acts as (or appoints) schools single point of contact for liaising with the Emergency Services, the Trust and other organisations as necessary.</li><li>Considers the need to alert other colleagues, governors and external agencies.</li><li>Provide regular staff updates/briefings.</li><li>Authorises any additional expenditure.</li><li>Acts as point of contact for media enquiries and authorises press releases in liaison with the Trust.</li><li>Other relevant duties as determined by the Incident Manager.</li></ul> |
| Becky Burgin                             | Reserve (Deputy Headteacher) | 07792653407 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Deputy Incident Manager                  |                              |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Becky Burgin                             | Deputy Headteacher           | 07792653407 | <ul style="list-style-type: none"><li>Acts as the Reserve Incident Manager (&amp; CIMT Lead)</li><li>Assists and supports the Incident Manager.</li><li>Co-ordinates and manages staff in the Critical Incident Management Team.</li><li>Monitors staff welfare and organises a staff roster.</li><li>Co-ordinates evacuation, if necessary.</li><li>Supports in liaising with the Emergency Services and other organisations as necessary.</li><li>Other relevant duties as determined by the Incident Manager.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Natasha Houghton                         | Reserve: Office Co-ordinator | 07759912417 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| Parent Liaison Lead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Becky Cross                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Pastoral Lead:<br>DSL and FLO | 07979470345 | <ul style="list-style-type: none"><li>• Advises parents and provides information / updates.</li><li>• Acts as the point of contact for parents.</li><li>• Arranges on-site co-ordination of visiting parents.</li><li>• Maintains regular contact with parents as appropriate.</li><li>• Monitor social media activity regarding the school, during the event to advise Incident Manager of anything of concern.</li><li>• Other relevant duties as determined by the Incident Manager.</li></ul>                                                                                                                                                                              |
| Verity Wainwright                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reserve:<br>PAWs officer      | 07950689065 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Administration Lead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Natasha Houghton                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Office Coordinator            | 07759912417 | <ul style="list-style-type: none"><li>• Maintains the Critical Incident Management Log of key events and decisions.</li><li>• Contact neighbouring organisations if required.</li><li>• Assists with recording, collating and distributing information.</li><li>• Oversees school administrative staff manning the telephone lines.</li><li>• Relays incoming and outgoing messages.</li><li>• Provides admin support to the Incident Manager and Deputy Incident Manager.</li><li>• Coordinates management of any visitors on site.</li><li>• Allocate assistance to PEEP staff if required.</li><li>• Other relevant duties as determined by the Incident Manager.</li></ul> |
| Helen Fathers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reserve:<br>Office worker     | 07958426602 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Site Lead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Anthony Davies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Site Manager /<br>Caretaker   | 07963938226 | <ul style="list-style-type: none"><li>• Acts as the point of contact relating to the school building and facilities.</li><li>• Assists in co-ordinating evacuation and other emergency procedures, if necessary.</li><li>• Supports in liaising with the Emergency Services and other organisations as necessary.</li><li>• Other relevant duties as determined by the Incident Manager.</li></ul>                                                                                                                                                                                                                                                                             |
| Darren Cole                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reserve:<br>Caretaker         | 07860857385 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Pupil Welfare Lead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                               |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Becky Cross                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | SENDCO or DSL<br>DSL          | 07979470345 | <ul style="list-style-type: none"><li>• Maintains supervision.</li><li>• Ensures the safety and security of pupils.</li><li>• Co-ordinates the roll call register.</li><li>• Provides information and offer reassurance.</li><li>• Monitor pupils' physical and emotional welfare.</li><li>• Identify key students who may require additional assistance.</li><li>• Allocate assistance to PEEP students where required.</li><li>• Other relevant duties as determined by the Incident Manager.</li></ul>                                                                                                                                                                      |
| Sarah Mathews                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reserve:<br>SENDCo            | 07525337282 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"><li>❖ The above is essentially the core CIMT membership.</li><li>❖ Wider school staff outside of the CIMT also have a fundamental role to play in supporting the response to a Critical Incident and the successful implementation of emergency procedures - accordingly they can expect to be designated with certain responsibilities in response to the managing of a Critical Incident, such as, Fire Warden duties, Zone Checking duties, pupil supervision, security duties and general support when implementing emergency procedures.</li><li>❖ Supplementary members outside the school will be determined by the Incident Manager (&amp; CIMT Lead) according to the nature of the prevailing incident (in consultation with the Trust).</li><li>❖ This may include support from, but not limited to, <b>REAch2 Central Team Members</b> (scheduled in <b>Appendix 3</b>) as well as other <b>external, third-party agencies / stakeholders</b> (scheduled in <b>Appendix 4</b>).</li></ul> |                               |             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## INCIDENT CONTROL POINT

The Incident Control Point is a base-location where the CIMT can meet and coordinate the management of the Critical Incident base. It will typically be the Headteacher's office, assuming it is of sufficient size and that the prevailing incident has not compromised its use.

| Incident Control Point                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------------------------------------------|
| Designated Incident Control Point:                                                                                                                                                                                                                                                                                                                                                                                                     | Reserve On-Site Location:   | If School Premises Are Not Available, CIMT Will Use: |
| Headteacher Office                                                                                                                                                                                                                                                                                                                                                                                                                     | Year 2 Classroom - Columbus | Weston Road Academy                                  |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"><li>❖ In schools where it is not possible to designate an Incident Control Point, please contact your <b>Cluster Surveying Partner</b> for support and guidance on alternate accommodation - contact details can be found in <b>Appendix 3</b>.</li><li>❖ All likely and / or potential CIMT members should be aware of the location of the Incident Control Point.</li></ul> |                             |                                                      |

## PLAN ACTIVATION

Information about an incident may come from a staff member, pupil, parent, the emergency services, the local authority or the media. Whoever receives the alert should ask for, and record, as much information as possible on the Plan Activation section of the Critical Incident Management Log. This will include the following:

- ❖ Name and job title of the person receiving the alert
- ❖ Date and time of receiving the alert
- ❖ Name and contact details of the person informing of the incident
- ❖ Date and time of the incident occurring
- ❖ Exact location of the incident
- ❖ Name and phone number of a contact at the scene
- ❖ Nature / details / description of the incident
- ❖ Names of children and adults involved including those who witnessed it
- ❖ Details, number and condition of any casualties and / or fatalities sustained
- ❖ Are emergency services (which, and how many) required or are already on-scene?
- ❖ Actions undertaken by emergency services, including arrangements for caring for children / adults who do not require hospital treatment
- ❖ Hospital/s where injured have been taken
- ❖ Names of injured children (and their parents)
- ❖ Names of injured adults
- ❖ Location/s of the uninjured
- ❖ What hazards or potential hazards have been identified as remaining at the scene?
- ❖ What are the best routes for access and egress - are any routes compromised?
- ❖ Any other action/s taken so far
- ❖ Who else has been informed of the incident so far?
- ❖ Any further, relevant information provided

- ❖ Further information to be gathered in the event of receiving a bomb threat

**GUIDANCE NOTES:**

- ❖ A template for a **Critical Incident Management Log** can be found in **Appendix 2**.
- ❖ Not all this information may be immediately available; however this should not cause a delay in moving to Phase 1 of the Critical Incident Management Plan.
- ❖ If in doubt, write it down; record all information as even smallest details can have great importance!
- ❖ Keeping a copy of the Critical Incident Management Log in the main Admin' Office is recommended in the event of the school receiving an alert of a Critical Incident.

**Immediately inform the Headteacher  
(or their Reserve) of ALL Information Received!**

## **PLAN IMPLEMENTATION**

Following notification of an incident and activation of the plan, the Incident Manager (& CIMT Lead) immediately implements Phase 1 (Immediate Actions) of the Critical Incident Management Plan and follows the Detailed Checklists of Actions, below:

## DETAILED CHECKLISTS OF ACTIONS

### PHASE 1: IMMEDIATE ACTIONS

| <b>ACTION 1:</b><br><b>ENSURE THE SAFETY OF ALL CHILDREN &amp; ADULTS</b>                                                                                                                                                                                | <br><b>When Complete</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Take steps to ensure the immediate health, safety & welfare of pupils, staff and visitors - this may include Evacuation or keeping pupils and staff inside the building (Invacuation / Partial Lockdown / Full Lockdown).                                |                                                                                                             |
| Where possible, avoid closing the school and try to maintain normal routines.                                                                                                                                                                            |                                                                                                             |
| If the incident location is a crime scene, consider how can it be preserved.                                                                                                                                                                             |                                                                                                             |
| In the event of a crime; identify witnesses and / or potential offenders (particularly if the latter represent an ongoing threat).                                                                                                                       |                                                                                                             |
| Identify and assess any ongoing / present risks or hazards that may exist.                                                                                                                                                                               |                                                                                                             |
| Deploy first aiders if necessary.                                                                                                                                                                                                                        |                                                                                                             |
| Account for all pupils, staff and visitors by checking against relevant registers, lists and logs.                                                                                                                                                       |                                                                                                             |
| Prevent / cancel any scheduled visits by parties external to the school.                                                                                                                                                                                 |                                                                                                             |
| Obtain the Critical Incident Management Log and review the Plan Activation section that records the basic initial information received and its source/s.                                                                                                 |                                                                                                             |
| Make immediate contact with the emergency services if required (Police, Fire, Ambulance) via 999 - be prepared to relay the information captured in the Plan Activation section of the Critical Incident Management Log.                                 |                                                                                                             |
| Report anyone known (or suspected) to be missing to the emergency services - only instigate a search if it is appropriate and safe to do so.                                                                                                             |                                                                                                             |
| <b>GUIDANCE NOTES:</b><br>❖ <b>Emergency Procedures</b> for Evacuation, Invacuation, Partial Lockdown and Full Lockdown can be found in <b>Appendix 7</b> .<br>❖ <b>Useful links to further general guidance and support can be found in Appendix 8.</b> |                                                                                                             |

| <b>ACTION 2:</b><br><b>GATHER INFORMATION ABOUT THE INCIDENT &amp; DEVELOP THE CRITICAL INCIDENT LOG</b>                                                                                                                                                                                                                                                                                                                                                      | <br><b>When Complete</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Collate as much information as possible for further development of the Critical Incident Log and to aid the ongoing management of the incident response.                                                                                                                                                                                                                                                                                                      |                                                                                                             |
| Control the escape of inappropriate / inaccurate information via mobile / public phones from within the school.                                                                                                                                                                                                                                                                                                                                               |                                                                                                             |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ Not all of the necessary or required information may be immediately available; however this should not cause a delay in moving to the subsequent actions, below.</li> <li>❖ Information-gathering and recording should continue as and when more information becomes available.</li> <li>❖ <b>Useful links to further general guidance and support can be found in Appendix 8.</b></li> </ul> |                                                                                                             |

| <b>ACTION 3:</b><br><b>IMPLEMENT THE SCHOOL'S CRITICAL INCIDENT MANAGEMENT PLAN</b>                                                                                                                                                                                  | <br><b>When Complete</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Collect the Emergency Pack.                                                                                                                                                                                                                                          |                                                                                                             |
| Members of the Critical Incident Management Team to be released from all other duties.                                                                                                                                                                               |                                                                                                             |
| Assemble the Critical Incident Management Team, in the pre-determined Incident Control Point.                                                                                                                                                                        |                                                                                                             |
| Establish an independent telephone line (if necessary a mobile, or line in a nearby building).                                                                                                                                                                       |                                                                                                             |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ The suggested contents for an <b>Emergency Pack</b> can be found in <b>Appendix 5</b>.</li> <li>❖ <b>Useful links to further general guidance and support can be found in Appendix 8.</b></li> </ul> |                                                                                                             |

| <b>ACTION 4:</b><br><b>MOBILISE THE SCHOOL'S CRITICAL INCIDENT MANAGEMENT TEAM</b>                                                                                                                                                                                                                                                                            | <br><b>When Complete</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| Brief the Critical Incident Management Team.                                                                                                                                                                                                                                                                                                                  |                                                                                                               |
| Clarify tasks and allocate responsibilities to Team Members in line with the CIMT Roles & Responsibilities table.                                                                                                                                                                                                                                             |                                                                                                               |
| Establish a timetable of CIMT meetings to review ongoing management of the incident.                                                                                                                                                                                                                                                                          |                                                                                                               |
| Identify how senior staff including the Incident Manager will be supported.                                                                                                                                                                                                                                                                                   |                                                                                                               |
| Contact emergency services (if on site) to be part of the CIMT.                                                                                                                                                                                                                                                                                               |                                                                                                               |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ A suggested <b>Agenda for briefing the CIMT</b> can be found in <b>Appendix 6</b>.</li> <li>❖ The <b>CIMT Roles &amp; Responsibilities</b> table can be found on <b>page 8</b>.</li> <li>❖ <b>Useful links to further general guidance and support can be found in Appendix 8.</b></li> </ul> |                                                                                                               |

| ACTION 5:<br>CONTACT THE TRUST                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ✓<br>When Complete |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Notify / contact the Trust - provide as much detail about the incident as possible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                    |
| Discuss and agree with the Trust any specific support requirements that are known or are likely to be required.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                    |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ Notifications will be made to one of two Trust Central Team contacts who will provide initial support / advice for the school and will also coordinate / mobilise other members of the Central Team as required by the nature of the incident: <ul style="list-style-type: none"> <li>▪ Your Cluster Surveying Partner / Estates Team: for all matters relating to the physical Estate, <b>OR</b></li> <li>▪ Siobhan Chester (Head of Governance) / Governance Team: for everything else.</li> <li>▪ In the event that the prevailing incident does, or might, have implications for IT installations, please ensure that Adele Kane (Head of IT) is also notified.</li> </ul> </li> <li>❖ All relevant <b>Estates, Governance and Central Trust contact details</b> can be found in <b>Appendix 3</b>.</li> <li>❖ <b>Useful links to further general guidance and support can be found in Appendix 8.</b></li> </ul> |                    |

| ACTION 6:<br>CONTACT FAMILIES OF PUPILS & ADULTS INVOLVED IN THE INCIDENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ✓<br>When Complete |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Designate a key member of the CIMT to liaise with the emergency services - ensure that this member of staff has been fully briefed with up-to-date information on the situation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                    |
| Notify other relevant local organisations and / or stakeholders (if required).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                    |
| If a Police-led incident; contact with families should be agreed by both parties.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                    |
| Maintain a Record of Parent Contacts to avoid confusion and distress through duplication of contacts and to ensure that nobody is missed out.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                    |
| Establish and offer useful telephone numbers, for support or for more information.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                    |
| Where appropriate, give information about arrangements for uniting or putting in contact children, adults and staff with their parents / families.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                    |
| Advise parents not to contact their child via mobile phone but to call a dedicated number at school or wait for updates via text-line, email or the school website.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                    |
| Where a parent / family member is not contactable, consider asking the police to visit the home.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                    |
| Check that staff, pupils and parents are not left alone and in distress - suggest that they make contact with relatives, friends or neighbours.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                    |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ Contact details of relevant <b>local organisations and / or stakeholders</b> can be found in <b>Appendix 4</b>.</li> <li>❖ A Record of Parent Contacts can be found as sections within the Critical Incident Management Log.</li> <li>❖ The school should consider seeking support from the <b>Trust Director of Marketing &amp; Communications</b> especially where communications may be particularly challenging in nature - contact details can be found in <b>Appendix 3</b>.</li> <li>❖ <b>Useful links to further general guidance and support can be found in Appendix 8.</b></li> </ul> |                    |

| <b>ACTION 7:</b><br><b>BRIEF STAFF, GOVERNORS, PUPILS, PARENTS / CARERS &amp; OTHER SCHOOL COMMUNITY MEMBERS</b>                                                                                                                                                                                                                                                     | <br><b>When Complete</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Contact and brief the Chair of Governors, request that they inform all other governors as required.                                                                                                                                                                                                                                                                  |                                                                                                             |
| Hold briefing meetings for all school staff - set up a schedule to keep staff informed and updated.                                                                                                                                                                                                                                                                  |                                                                                                             |
| Issue a prepared statement to parents / carers - issue by text, email, letter or school website as deemed appropriate to the situation.                                                                                                                                                                                                                              |                                                                                                             |
| Inform all pupils in the most appropriate way dependant on the circumstances and nature of the incident.                                                                                                                                                                                                                                                             |                                                                                                             |
| Identify pupils and staff who are absent and make appropriate arrangements for them to be briefed.                                                                                                                                                                                                                                                                   |                                                                                                             |
| Log all communications made / received and actions taken during Phase 1 in the appropriate sections of the Critical Incident Management Log.                                                                                                                                                                                                                         |                                                                                                             |
| <b>GUIDANCE NOTES:</b><br>❖ The school should consider seeking support from the <b>Trust Director of Marketing &amp; Communications</b> especially where communications may be particularly challenging in nature - contact details can be found in <b>Appendix 3</b> .<br>❖ <b>Useful links to further general guidance and support can be found in Appendix 8.</b> |                                                                                                             |

## PHASE 2: MANAGED RESPONSE

| <b>ACTION 8:</b><br><b>PLAN THE ONGOING MANAGEMENT OF THE INCIDENT</b>                                       | <br>When Complete |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| CIMT to review actions so far, clarify tasks, assign roles and set further actions accordingly.              |                                                                                                      |
| Re-evaluate the timetable of CIMT meetings to ensure it still appropriate.                                   |                                                                                                      |
| Ensure that school and other agencies' actions are properly co-ordinated.                                    |                                                                                                      |
| Clarify criteria for withdrawal of outside agencies at the appropriate time.                                 |                                                                                                      |
| Seek further advice from the emergency services if required.                                                 |                                                                                                      |
| <b>GUIDANCE NOTES:</b><br>❖ Useful links to further general guidance and support can be found in Appendix 8. |                                                                                                      |

| <b>ACTION 9:</b><br><b>ARRANGEMENTS TO DEAL WITH ENQUIRIES &amp; MEDIA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <br>When Complete |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Organise additional staff to deal with telephone calls and increased visits to the school reception.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                      |
| Caution staff about talking to the media - agree one academy contact for enquiries.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                      |
| Where appropriate give advice to staff and parents on responding to contacts from the media.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                      |
| Provide those answering the phone with a written statement as to what is appropriate for them to say.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                      |
| All media contacts should be directed to or dealt with under the direction of the Incident Manager.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                      |
| Designate an area for parents, media and other visitors (this could be off site depending on the nature of the emergency).                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                      |
| <b>GUIDANCE NOTES:</b><br>❖ The wider school community will be reassured if school leaders provide appropriate, clear and timely information.<br>❖ Even an update that confirms there is no new information to report is more helpful than silence.<br>❖ The school should consider seeking support from the <b>Trust Director of Marketing &amp; Communications</b> especially where communications may be particularly challenging in nature - contact details can be found in <b>Appendix 3</b> .<br>❖ Useful links to further general guidance and support can be found in Appendix 8. |                                                                                                      |

| <b>ACTION 10:</b><br><b>ARRANGEMENTS TO SUPPORT CHILDREN &amp; ADULTS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <br><b>When Complete</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Try to maintain normal school routines wherever possible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                             |
| Schedule staff co-ordinating the school's response to be 'off duty'.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                             |
| Ensure staff are alert to physical and/or emotional change or any other signals of distress among staff as well as children.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                             |
| Identify those pupils, staff and adults who are most likely to be in need of support.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                             |
| Refer staff, adults and, with parental consent, children to outside agencies for support.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                             |
| Inform parents/carers where students may be supported by external agencies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                             |
| Ensure that students, staff and adults are aware of the support arrangements the school is making and how these are accessed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                             |
| Consider setting aside, and staffing, an appropriate area for children who are becoming too distressed to continue with their lessons.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                             |
| Consider setting aside, and staffing, a further area for people coming into school who are distressed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                             |
| Give children permission individually and collectively to discuss what has happened and their reactions to it.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                             |
| Consider putting on a special class session to give pupils information about the grieving process and to enable them to talk through their experiences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                             |
| Plan appropriate support for staff to enable them to cope with children's questions and discussion.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                             |
| Ensure that all staff including those co-ordinating the school's response do not neglect their own need for support.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                             |
| If the school has to close, ensure all staff and parents are briefed on the arrangements for the collection of children. Supervise children being collected and make arrangements for those who are not able to be collected. Ensure that staff and parents are clear as to the arrangements for re-opening the school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                             |
| <p><b>GUIDANCE NOTES:</b></p> <ul style="list-style-type: none"> <li>❖ It is good practice to inform and/or seek consent from parents / carers where there may be interaction with outside agencies.</li> <li>❖ In addition to the individuals directly affected, children and adults who are most likely to suffer distress as a consequence of an incident are those who: <ul style="list-style-type: none"> <li>▪ Are uninjured but were at greatest risk.</li> <li>▪ Directly witnessed death/injury/violence as part of the incident.</li> <li>▪ Are siblings.</li> <li>▪ Have perceived culpability for what has happened however indirect or incorrect.</li> <li>▪ Are experiencing instability at home.</li> <li>▪ Have learning difficulties and / or pre-existing emotional and behavioural/mental health difficulties.</li> <li>▪ Are vulnerable due to cultural and/or language difficulties.</li> <li>▪ Have previously suffered bereavement or loss.</li> </ul> </li> <li>❖ A specific link relating to <b>Counselling &amp; Bereavement Support</b> is included in <b>Appendix 8</b> and further support can be obtained via your <b>HR Business Partner</b> - contact details can be found in <b>Appendix 3</b>.</li> <li>❖ <b>Useful links to further general guidance and support can be found in Appendix 8.</b></li> </ul> |                                                                                                             |

| <b>ACTION 11:</b><br><b>ARRANGEMENTS FOR PERSONAL EFFECTS, REGISTERS &amp; AREA OF SCHOOL AFFECTED</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <br><b>When Complete</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| In discussion with parents / families and if necessary the Police, decide what to do with the personal effects of the individuals who have been affected.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                             |
| Consider discussing with relevant class members what would be appropriate for work (including work as part of any displays), desks, books, lockers, etc, belonging to individuals who have been affected.                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                             |
| Make arrangements to adjust class registers, rotas and any other pupil listings accordingly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                             |
| Make appropriate arrangements for the area of the school where the incident occurred.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                             |
| Log all communications made / received and actions taken during Phase 2 in the appropriate sections of the Critical Incident Management Log.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                             |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ The school should consider seeking support from the <b>Trust Director of Marketing &amp; Communications</b> especially where communications may be particularly challenging in nature - contact details can be found in <b>Appendix 3</b>.</li> <li>❖ A specific link relating to <b>Counselling &amp; Bereavement Support</b> is included in <b>Appendix 8</b> and further support can be obtained via your <b>HR Business Partner</b> - contact details can be found in <b>Appendix 3</b>.</li> <li>❖ <b>Useful links to further general guidance and support can be found in Appendix 8.</b></li> </ul> |                                                                                                             |

## PHASE 3: RESTORATION

| <b>ACTION 12:</b><br><b>EXPRESSIONS OF SYMPATHY &amp; / OR ACKNOWLEDGEMENT OF WHAT HAS HAPPENED</b>                                                                                                                                                                                                                                                              | <br><b>When Complete</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Make arrangements to express support / sympathy to families, children and adults who have been affected.                                                                                                                                                                                                                                                         |                                                                                                             |
| Make arrangements to support the plans that families may have for a memorial.                                                                                                                                                                                                                                                                                    |                                                                                                             |
| Make plans for attendance at funerals. Find out if school representatives are welcome. Ensure that school representatives feel able to cope with these tasks.                                                                                                                                                                                                    |                                                                                                             |
| Make arrangements for someone from school to visit those who have been affected.                                                                                                                                                                                                                                                                                 |                                                                                                             |
| Consider sending cards and messages from children and staff to children, adults and staff affected.                                                                                                                                                                                                                                                              |                                                                                                             |
| Consider organising a special assembly/service to collectively acknowledge what has happened and how the school is coming to terms with this. Consider involving local religious leaders. Consult with families of individual affected.                                                                                                                          |                                                                                                             |
| Consider setting up an area in the school where writing, artwork or other mementos can be dedicated to individuals affected.                                                                                                                                                                                                                                     |                                                                                                             |
| <b>GUIDANCE NOTES:</b><br>❖ A specific link relating to <b>Counselling &amp; Bereavement Support</b> is included in <b>Appendix 8</b> and further support can be obtained via your <b>HR Business Partner</b> - contact details can be found in <b>Appendix 3</b> .<br>❖ <b>Useful links to further general guidance and support can be found in Appendix 8.</b> |                                                                                                             |

| <b>ACTION 13:</b><br><b>PLAN FOR RETURN TO SCHOOL OF THOSE INVOLVED IN THE INCIDENT</b>                                                                                                                                     | <br><b>When Complete</b> |
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| Organise work to be sent home for absent students and brief staff and students in the lead up to their return.                                                                                                              |                                                                                                               |
| Undertake home visit by class teachers / members of staff to discuss arrangements for return e.g. visits, part-time attendance, etc.                                                                                        |                                                                                                               |
| Consider a rota of home visits from school friends.                                                                                                                                                                         |                                                                                                               |
| Put individual support plans in place, consider differentiated work, missed work and any special arrangements that may be required.                                                                                         |                                                                                                               |
| Brief staff and children on how best to support individuals returning to school.                                                                                                                                            |                                                                                                               |
| Adjust working arrangements for staff returning to school.                                                                                                                                                                  |                                                                                                               |
| Establish planned support for emotional needs, e.g. how to cope with the comments and questions of other pupils, permission to remove themselves from lessons to go to an agreed place if they are becoming distressed, etc |                                                                                                               |

|                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Establish Support for possible physical needs, e.g. mobility difficulties, injuries, disfigurements, etc.                                                                                                                                                                                                                                                                                                            |  |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ A specific link relating to <b>Counselling &amp; Bereavement Support</b> is included in <b>Appendix 8</b> and further support can be obtained via your <b>HR Business Partner</b> - contact details can be found in <b>Appendix 3</b>.</li> <li>❖ <b>Useful links to further general guidance and support can be found in Appendix 8.</b></li> </ul> |  |

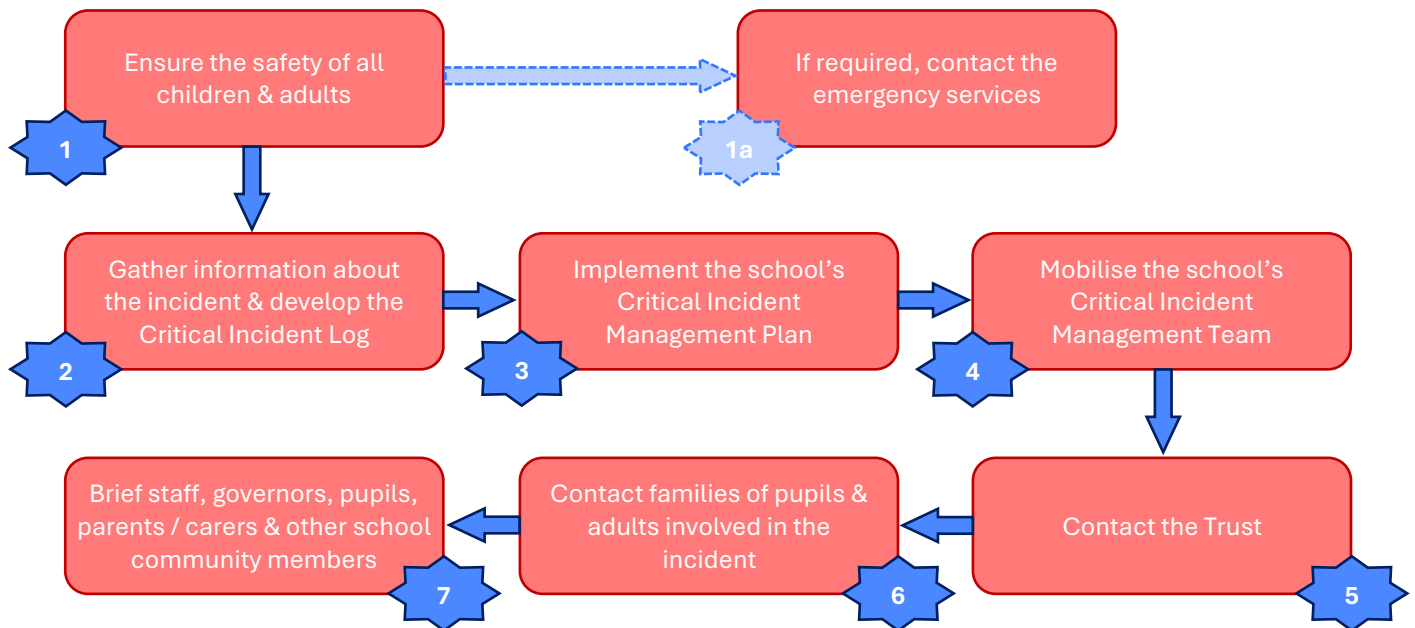
| <b>ACTION 14:</b><br><b>PLAN MEMORIALS &amp; COMMEMORATIONS (IF REQUIRED)</b>                                                                                                                                                                                                                                                                                                                                        | ✓<br>When Complete |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Consider an appropriate memorial, taking into account the wishes of those involved or bereaved e.g. special garden, tree, furniture, painting, sculpture, photograph, memorial prize.                                                                                                                                                                                                                                |                    |
| Discuss how to mark anniversaries, e.g. commemorative service/assembly, concert, display, etc.                                                                                                                                                                                                                                                                                                                       |                    |
| Brief staff who subsequently join the school about the incident, also about the long term emotional needs of children and staff affected by it.                                                                                                                                                                                                                                                                      |                    |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ A specific link relating to <b>Counselling &amp; Bereavement Support</b> is included in <b>Appendix 8</b> and further support can be obtained via your <b>HR Business Partner</b> - contact details can be found in <b>Appendix 3</b>.</li> <li>❖ <b>Useful links to further general guidance and support can be found in Appendix 8.</b></li> </ul> |                    |

| <b>ACTION 15:</b><br><b>POST-INCIDENT EVALUATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | ✓<br>When Complete |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Arrange for the completion of a post-incident evaluation, including opportunities for staff feedback (where appropriate).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                    |
| A follow up ticket must be raised via Freshdesk to outline the whole incident                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                    |
| Log all communications made / received and actions taken during Phase 3 in the appropriate sections of the Critical Incident Management Log.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ After managing a Critical Incident it is essential good practice to review the process and amend the plan in the light of experience, outcomes and lessons learned.</li> <li>❖ The timing of a debrief is important to allow individuals to rationalise what occurred and identify the strengths and areas for development within the whole picture after the event.</li> <li>❖ However it is important not to leave it too long so that the meaning and outcomes become distorted, and the appropriate time for change is also lost.</li> <li>❖ Ideally the timescale should be between 3 days and 1 month. Bear in mind that ongoing police / legal implications may affect the timing.</li> <li>❖ <b>Useful links to further general guidance and support can be found in Appendix 8.</b></li> </ul> |                    |

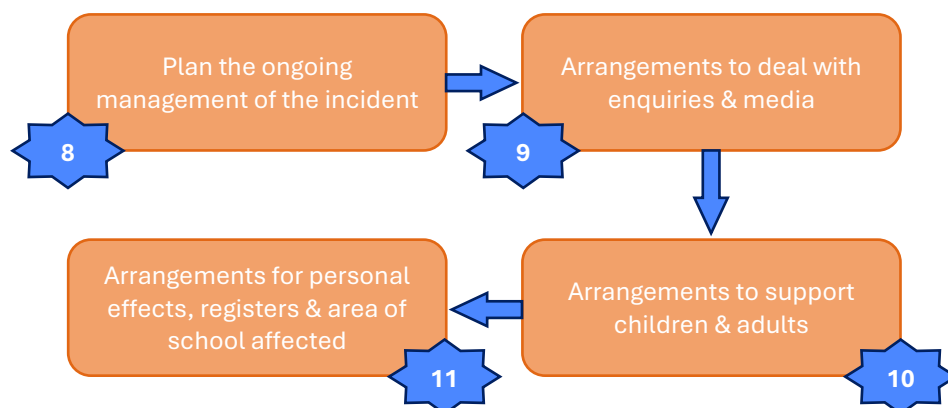
# APPENDICES

## APPENDIX 1: Summary of 3-Phase Actions

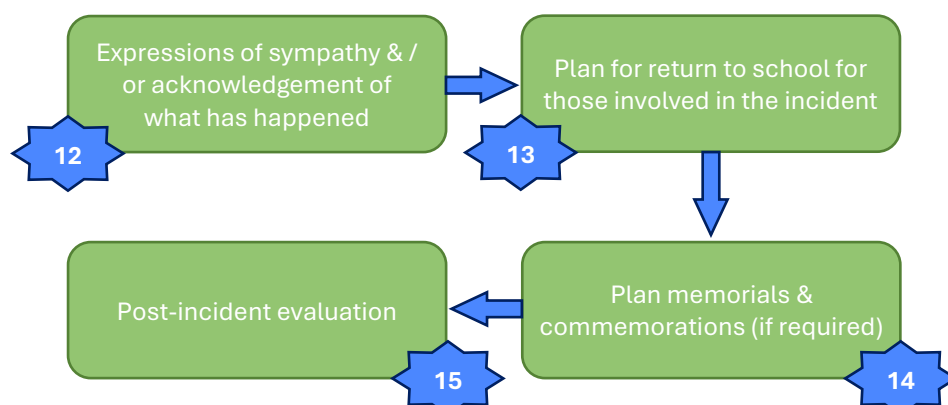
### PHASE 1: IMMEDIATE ACTIONS



### PHASE 2: MANAGED RESPONSE



### PHASE 3: RESTORATION



## APPENDIX 2: Critical Incident Management Log

| Critical Incident Management Log                                                                                                         |  |
|------------------------------------------------------------------------------------------------------------------------------------------|--|
| Plan Activation                                                                                                                          |  |
| Name and job title of the person receiving the alert:                                                                                    |  |
| Date and exact time of receiving the alert:                                                                                              |  |
| Name and contact details of the person informing of the incident:                                                                        |  |
| Date and time of the incident occurring:                                                                                                 |  |
| Exact location of the incident:                                                                                                          |  |
| Name and phone number of a contact at the scene:                                                                                         |  |
| Nature / details / description of the incident:                                                                                          |  |
| Names of children and adults involved including those who witnessed it:                                                                  |  |
| Details, number and condition of any casualties and / or fatalities sustained:                                                           |  |
| Are emergency services (which, and how many) required or are already on-scene?                                                           |  |
| Actions undertaken by emergency services, including arrangements for caring for children / adults who do not require hospital treatment: |  |
| Hospital/s where injured have been taken:                                                                                                |  |
| Names of injured children (and their parents):                                                                                           |  |
| Names of injured adults:                                                                                                                 |  |
| Location/s of the uninjured:                                                                                                             |  |
| What hazards or potential hazards have been identified as remaining at the scene?                                                        |  |

|                                                                              |  |
|------------------------------------------------------------------------------|--|
| What are the best routes for access and egress - are any routes compromised? |  |
| Any other action/s taken so far:                                             |  |
| Who else has been informed of the incident so far?                           |  |
| Any further, relevant information provided:                                  |  |

### Bomb Threat: Further Information Required

#### **GUIDANCE NOTES:**

- ❖ If a call is made to the school confirming a bomb threat, the following questions should be asked of the caller.
- ❖ The same questions should be asked even if the notification call is received from the Police / emergency services relating to a bomb threat.
- ❖ Try to write down exactly what the person said immediately as this might include a code word and is very important to the Police.

|                                                     |  |
|-----------------------------------------------------|--|
| Where is it?                                        |  |
| In which building?                                  |  |
| On which floor?                                     |  |
| What time will it go off?                           |  |
| What does it look like? Size?<br>Colour of package? |  |
| What kind of bomb is it (type of explosive)?        |  |
| Why are you doing this and do you have a code word? |  |
| Who are you? Name? Address?<br>Contact details?     |  |

**Immediately inform the Headteacher  
(or their Reserve) of ALL Information Received!**

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

| Post-Incident Evaluation: Basic Information                                                                                                                                                                                                                                                                                                 |     |               |                                     |                        |  |                           |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------------|-------------------------------------|------------------------|--|---------------------------|--|
| Date of Incident:                                                                                                                                                                                                                                                                                                                           |     |               |                                     | Timescale of Incident: |  |                           |  |
| Nature of the Prevailing Incident:                                                                                                                                                                                                                                                                                                          |     |               |                                     |                        |  |                           |  |
| Emergency Procedures Applied:                                                                                                                                                                                                                                                                                                               |     |               |                                     |                        |  |                           |  |
| Total Pupils:                                                                                                                                                                                                                                                                                                                               |     | Total Staff:  |                                     | Total Visitors:        |  | Total Emergency Services: |  |
| Fatalities:                                                                                                                                                                                                                                                                                                                                 |     | Hospitalised: |                                     | First Aid Injuries:    |  | Non-First Aid Injuries:   |  |
| Name of Incident Manager:                                                                                                                                                                                                                                                                                                                   |     |               |                                     | Signature:             |  |                           |  |
| Post-Practice Evaluation: Points to Reflect On                                                                                                                                                                                                                                                                                              |     |               |                                     |                        |  |                           |  |
| Points to Reflect On:                                                                                                                                                                                                                                                                                                                       | ✓   |               | Corrective Action Required / Taken: |                        |  |                           |  |
|                                                                                                                                                                                                                                                                                                                                             | Yes | No            |                                     |                        |  |                           |  |
| What was the root-cause/s of the incident?                                                                                                                                                                                                                                                                                                  |     |               |                                     |                        |  |                           |  |
| Was the reaction to the alarm satisfactory?<br>(consider children, staff and visitors)                                                                                                                                                                                                                                                      |     |               |                                     |                        |  |                           |  |
| Were the applied emergency procedures followed correctly?                                                                                                                                                                                                                                                                                   |     |               |                                     |                        |  |                           |  |
| Was it necessary to leave the school site for the Alternative Place of Safety.                                                                                                                                                                                                                                                              |     |               |                                     |                        |  |                           |  |
| If 'yes' was the site evacuation effective?                                                                                                                                                                                                                                                                                                 |     |               |                                     |                        |  |                           |  |
| Were all children and adults accounted for?                                                                                                                                                                                                                                                                                                 |     |               |                                     |                        |  |                           |  |
| Was the Critical Incident Management Team effective in fulfilling its responsibilities?                                                                                                                                                                                                                                                     |     |               |                                     |                        |  |                           |  |
| Did wider school staff correctly fulfil the responsibilities allocated to them?                                                                                                                                                                                                                                                             |     |               |                                     |                        |  |                           |  |
| Was first-aid provision effective?                                                                                                                                                                                                                                                                                                          |     |               |                                     |                        |  |                           |  |
| Was interaction with the emergency services effective?                                                                                                                                                                                                                                                                                      |     |               |                                     |                        |  |                           |  |
| Could anything have been done differently to minimise the number of casualties?                                                                                                                                                                                                                                                             |     |               |                                     |                        |  |                           |  |
| Immediate Actions: did this phase work well?<br>What would you do differently?                                                                                                                                                                                                                                                              |     |               |                                     |                        |  |                           |  |
| Managed Response: did this phase work well?<br>What would you do differently?                                                                                                                                                                                                                                                               |     |               |                                     |                        |  |                           |  |
| Restoration: did this phase work well? What would you do differently?                                                                                                                                                                                                                                                                       |     |               |                                     |                        |  |                           |  |
| Any Other Notes, Comments or Actions:                                                                                                                                                                                                                                                                                                       |     |               |                                     |                        |  |                           |  |
|                                                                                                                                                                                                                                                                                                                                             |     |               |                                     |                        |  |                           |  |
| Senior Management Signature / Sign-Off:                                                                                                                                                                                                                                                                                                     |     |               | Date:                               |                        |  |                           |  |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ Forward a copy of the completed all Critical Incident Management Log to the Trust Health &amp; Safety Officer.</li> <li>❖ Retain a copy of all Critical Incident Management Logs for the purposes of future Health &amp; Safety Audits and statutory compliance.</li> </ul> |     |               |                                     |                        |  |                           |  |

## APPENDIX 3: Relevant REAch2 Central Team Contacts

| Relevant REAch2 Central Team Contacts |                                              |               |                                        |
|---------------------------------------|----------------------------------------------|---------------|----------------------------------------|
| Name                                  | Job Title                                    | Contact No.   | Email                                  |
| Katherine Alexander                   | Chief Operating Officer                      | 07917 430 715 | katherine.alexander@reach2.org         |
| Helen Beattie                         | Head of Safeguarding                         | 07392 866267  | helen.beattie@reach2.org               |
| Siobhan Chester                       | Head of Governance                           | 07392 866 261 | siobhan.chester@reach2.org             |
| Jon Collinson                         | Head of Estates & Facilities                 | 07825 744 001 | jon.collinson@reach2.org               |
| Dee Formby                            | Head of Catering                             | 07554 740 635 | dee.formby@reach2.org                  |
| Adele Kane                            | Head of IT                                   | 07387 413194  | adele.kane@reach2.org                  |
| Claire Lockyer                        | Data Protection Officer                      | 01283 357557  | dataprotectionofficer@reach2.org       |
| Josh McHolmes                         | Health & Safety Officer                      | 01283 357 559 | josh.mcholmes@reach2.org               |
| Cathie Paine                          | Chief Executive Officer                      | 07817 474 239 | cathie.paine@reach2.org                |
| Andrew Rigby                          | Director of Education                        | 07387 416 179 | andrew.rigby@reach2.org                |
| Michelle Rosemond                     | Director of Brand & Marketing Communications | 07794 038 897 | michelle.rosemond@reach2.org           |
| Kerry Dawson                          | Chair of Governors                           | 07853362734   | chair@veritasprimaryacademy.com        |
| Gerry Crofts                          | Cluster Deputy Director of Education         | 07767051378   | Gerry.crofts@reach2.org                |
| Mark Taylor                           | Cluster IT Technician                        | 01283357564   | Mark.taylor@reach2.org                 |
| James Moore                           | Cluster Surveying Partner                    | 07467 339193  | James.Moore@reach2.org                 |
| Nathan Shoebridge-Tomkinson           | HR Business Partner                          | 01283357573   | Nathan.Shoebridge-Tomkinson@reach2.org |
| Victoria Mills                        | Strategic Business Partner                   | 07736796096   | Vicky.mills@reach2.org                 |

## APPENDIX 4: Relevant External Contacts

| Relevant External Contacts                                    |                   |                                                                                                                                                         |
|---------------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Organisation                                                  | Contact No.       | Email                                                                                                                                                   |
| <b>Browne Jacobson</b><br>(Trust Solicitors)                  | 0370 270 6000     | Mark.Blois@brownejacobson.com                                                                                                                           |
| <b>Counselling Service</b>                                    | NA                | NA                                                                                                                                                      |
| <b>Emergency Services</b>                                     | 999               | NA                                                                                                                                                      |
| <b>Foreign Office</b><br>(links with British Consulates etc.) | 020 7008 5000     | fcdo.correspondence@fcdo.gov.uk                                                                                                                         |
| <b>Health &amp; Safety Executive</b>                          | 0345 300 9923     | <a href="https://www.hse.gov.uk/contact/index.htm">https://www.hse.gov.uk/contact/index.htm</a>                                                         |
| <b>Local Authority Education Team</b>                         | NA                | NA                                                                                                                                                      |
| <b>Local Educational Psychology Service</b>                   | 0300 1118007      | <a href="mailto:Eps.queries@staffordshire.gov.uk">Eps.queries@staffordshire.gov.uk</a>                                                                  |
| <b>Local Authority Health Consultant</b>                      | 08081780611       | <a href="mailto:enquiries@mpft.nhs.uk">enquiries@mpft.nhs.uk</a>                                                                                        |
| <b>Local Authority Property Services Team</b>                 | 01785 619000      | <a href="mailto:info@staffordbc.gov.uk">info@staffordbc.gov.uk</a>                                                                                      |
| <b>Local Health Department</b>                                | 01785 619000      | <a href="mailto:info@staffordbc.gov.uk">info@staffordbc.gov.uk</a>                                                                                      |
| <b>Local Hospital</b>                                         | Stafford Hospital | 01782 715444                                                                                                                                            |
| <b>Local Radio Station</b>                                    | Stafford Vibe 1   | 01785 430000                                                                                                                                            |
| <b>NHS Helpline</b>                                           | 111               | NA                                                                                                                                                      |
| <b>RPA Insurance</b>                                          | 0330 058 5566     | rpa.cm@davies-group.com                                                                                                                                 |
| <b>School Bus Company</b>                                     | NA                | NA                                                                                                                                                      |
| <b>School Taxi Company</b>                                    | NA                | NA                                                                                                                                                      |
| <b>UK Health Security Agency</b>                              | 0344 225 4524     | <a href="https://www.gov.uk/guidance/contacts-phe-health-protection-teams">https://www.gov.uk/guidance/contacts-phe-health-protection-teams</a>         |
| <b>Utilities: Electricity Supplier</b>                        | 105 (Local DNO)   | <a href="https://www.edfenergy.com/help-support/contact-us?tab=large-business">https://www.edfenergy.com/help-support/contact-us?tab=large-business</a> |
| <b>Utilities: Gas Supplier</b>                                | 0800 111 999      | <a href="https://www.crowngasandpower.co.uk/contact-energy-supplier/">https://www.crowngasandpower.co.uk/contact-energy-supplier/</a>                   |
| <b>Utilities: Water Supplier</b>                              | 0208 952 0125     | seanrahemzadh@fullpowerutilities.com                                                                                                                    |

## **APPENDIX 5: Emergency Pack Contents (Suggested)**

In order to assist the school with managing a Critical Incident the following items will be kept in a school emergency pack stored in the Main Admin' Office:

- 1.** Copy of the school Critical Incident Management Plan (for reference).
- 2.** Plan of the school site.
- 3.** Parent contact telephone list.
- 4.** School staff contact telephone list.
- 5.** Copies of pupil Personal Emergency Evacuation Plans (PEEP's)
- 6.** Torch.
- 7.** First aid kit.  
(Including any school emergency medications, inhalers, AAI etc.)
- 8.** Pens and paper.
- 9.** Two-way radios.
- 10.** Copies of all simplified versions of Emergency Procedures (with supporting, simple site plans / drawings) relating to:
  - a)** Evacuation
  - b)** Invacuation
  - c)** Partial Lockdown
  - d)** Full Lockdown
- 11.** All details of the Alternative Place of Safety (in the event of having to vacate the school site).

## **APPENDIX 6: CIMT Meeting Agenda (Suggested)**

The following suggested School Critical Incidents Management Team agenda can be adapted to fit the protocol developed and established in individual schools.

- 1.** Share information with the team regarding the facts of the traumatic event.
- 2.** A decision should be made about what information is to be shared and the process for notifying staff and children. No information should be shared with anyone other than the CIMT until this is decided.
- 3.** Determine the impact of this particular incident on individual members of the school and assess the likely impact of the Critical Incident on classes and individuals.
- 4.** Consider the impact for anyone in the school community who may have recently experienced a significant death or loss.
- 5.** Are there staff members who may require assistance in leading the classroom discussion?
- 6.** Determine whether there are the cultural or religious implications surrounding the incident. How should they be addressed?
- 7.** Identify school resources. Are there other staff members who might be helpful additions to the team in this situation?
- 8.** Updates from other agencies and partners - confirm co-ordination issues.
- 9.** Determine whether outside professional support is required to provide support to the team and work with staff and children. Assess the extent of the need for additional resources.
- 10.** Confirm the overall strategy and the specific roles of the Critical Incident Management Team members for this particular crisis.
- 11.** Develop an agenda for the general staff meeting and prepare a written statement for the meeting about the Critical Incident.
- 12.** Decide whether it would be appropriate to send home a brief announcement about the Critical Incident.
- 13.** Any Other Business.
- 14.** Determine the next meeting time.

## APPENDIX 7: Emergency Procedures

This Critical Incident Management Plan envisages four different types of key emergency procedures that could be required to be implemented as part of the wider response to a Critical Incident:

- ❖ **Evacuation** is the orderly and immediate removal of pupils, staff, and visitors from a school building/s or area to a designated safe location such as an Assembly point located a safe distance from a hazard or away from the proximity to a Critical Incident (see Appendix 7.1).
- ❖ **Invacuation** is a precautionary procedure where everyone is brought inside the building, away from external dangers and is typically used when there is a reported, perceived or potential threat nearby, but no immediate or direct threat to the building's occupants (see Appendix 7.2).
- ❖ **Partial Lockdown** is a precautionary procedure where everyone is brought inside the building and external doors and windows are locked to secure the school from a more immediate external threat or a hazardous material release. By locking all external doors and windows, the focus is on preventing people from coming inside and occupants generally inhabit and remain in their current / usual locations (e.g., classrooms, offices) (see Appendix 7.3).
- ❖ **Full Lockdown** is an immediate response to an active, direct internal or external threat, requiring everyone to seek immediate safe shelter and hide inside the building (see Appendix 7.4).

### Note that:

- ❖ These procedures are a generic guide and will need adapting to suit individual schools settings.
- ❖ Schools are advised to create simplified versions of Emergency Procedures (with supporting, simple site plans / drawings) for ease of practical implementation, particularly by pupils (please contact your Cluster Surveying Partner for assistance with this aspect, if required).
- ❖ These procedures are not intended to be interpreted, or used, as standalone procedures as implementing emergency procedures will inevitably be part of the response to a Critical Incident.
- ❖ They exist entirely within the context of the wider Critical Incident Management Plan and are designed to supplement it and not to replace any parts of it.
- ❖ They must be read and implemented on this basis and fully in conjunction with fulfilling the wider actions in the Critical Incident Management Plan.

### Schools must plan a schedule of future practices that:

- ❖ Adequately prepares pupils and staff should the procedure be required to be implemented for real.
- ❖ The **Trust requirement** is that practices occur a **minimum of once per term** for all four emergency procedures, i.e:
  - Evacuation (Fire Drill).
  - Invacuation.
  - Partial Lockdown (this could be an escalation of an Invacuation practice).
  - Full Lockdown (this could be an escalation of a Partial Lockdown practice).
- ❖ Takes account of the nature of the pupil population (some year groups may require more practice than others).
- ❖ Varies the conditions of the scenario so no two practices are identical.
- ❖ Allows for post-practice evaluation and amendments to the procedure if required - all recorded using the Emergency Procedures Practice Log (see Appendix 7.6).

## APPENDIX 7.1: Evacuation

| Evacuation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ <b>Evacuation is the orderly and immediate removal of pupils, staff, and visitors from a school building/s or area to a designated safe location</b> such as an Assembly point located a safe distance from a hazard or away from the proximity to a Critical Incident.</li> <li>❖ This procedure requires everyone to leave the building calmly and quickly and is typically implemented in response to an internal emergency such as: <ul style="list-style-type: none"> <li>▪ Fire (whether in the building or in very close proximity)</li> <li>▪ Potential bomb threat or suspect package (inside the building)</li> <li>▪ Gas leak (in or near the school)</li> <li>▪ Chemical spill (in or near the school)</li> <li>▪ Dangerous or unstable buildings</li> <li>▪ Other conditions that make the school building/s unsafe to occupy</li> </ul> </li> </ul> |                                                                                                                                                                                                    |
| Signals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                    |
| Signal for Evacuation:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Fire Alarm                                                                                                                                                                                         |
| Signal for Stand Down / All-Clear:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | End of Alarm and communication at evacuation point.                                                                                                                                                |
| Evacuation Control Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                    |
| Critical Incident Management Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                    |
| As set-out on page 8 of this Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                    |
| Wider School Staff With Designated Duties During an Evacuation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                    |
| Richard Balding/Becky Burgin – Incident Lead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Coordinate incident</li> <li>• Liaise with security lead</li> <li>• Liaise with zones team – Ensure procedures and policies are being followed</li> </ul> |
| Anthony Davies – Security Lead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Call emergency services</li> <li>• Unlock gate to playground</li> <li>• Unlock main gate for emergency vehicles</li> </ul>                                |
| Becky Burgin/Helen Fathers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Take Staff Register</li> </ul>                                                                                                                            |
| Helen Fathers/Natasha Houghton                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Take visitors register and check late/absent Pupils</li> </ul>                                                                                            |
| Natasha Houghton/ Helen Fathers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Take out Incident Bag</li> </ul>                                                                                                                          |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ The size and nature of the individual school will determine how many staff (and in what supporting roles) will be needed beyond the CIMT membership.</li> <li>❖ In some schools, this list could be very extensive; in others it could be the case that the CIMT members are sufficient without the need for additional duty-holders.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                    |
| Designated Assembly Points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                    |
| 1. Main Playground                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 4. Insert Details                                                                                                                                                                                  |
| 2. Nursery Playground                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 5. Insert Details                                                                                                                                                                                  |
| 3. MUGA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 6. Insert Details                                                                                                                                                                                  |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ Pre-determined Assembly Points (and escape routes) must be identified by carrying out a survey / assessment of the school building/s and site. Consideration should be given to: <ul style="list-style-type: none"> <li>▪ Speed and effectiveness of evacuation</li> <li>▪ Internal escape routes and positions of final-exit doors</li> <li>▪ Effective pupil management during an evacuation</li> <li>▪ Site size and layout</li> <li>▪ Safe distances from buildings</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <ul style="list-style-type: none"> <li>▪ Accessibility issues</li> <li>▪ Pupils with Personal Emergency Evacuation Plans (PEEP's)</li> <li>▪ Types of terrain to be crossed</li> <li>▪ Not making travel distances to Assembly Points excessive</li> <li>▪ Assembly Points not spaced excessively apart</li> <li>▪ Contents of the schools Fire Risk Assessment</li> <li>▪ Advice and guidance from the Trusts H&amp;S Team</li> </ul> <p>❖ All pupils, staff and visitors should be made aware of the designated external Assembly Points.</p> <p>❖ Create a simple Layout Plan posted at key points around the school that shows evacuation routes and assembly points with simple evacuation instructions.</p> |                                                  |
| <b>Communication Arrangements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                  |
| <b>Internal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>External</b>                                  |
| <b>Mobile Phones</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Main Phone Line</b>                           |
| <b>Text Message</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Mobile Phone</b>                              |
| <b>Two-Way Radios</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Parent Messaging (ClassDojo, Seesaw etc.)</b> |
| <b>Computer Screen Notifications</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Text Message</b>                              |
| <b>Classroom Telephones</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>School Socials (Facebook)</b>                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>School Website</b>                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Email</b>                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Letter</b>                                    |
| <p><b>GUIDANCE NOTES:</b></p> <p>❖ The above lists are a suggestion and other communication methods may be available at different schools.</p> <p>❖ Schools should amend this list to align with their local arrangements and select / prioritise communication methods in the most likely order of use.</p>                                                                                                                                                                                                                                                                                                                                                                                                      |                                                  |
| <b>Alternative Place of Safety</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                  |
| <b>Venue Details</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                  |
| <b>Venue Name:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Weston Road Academy</b>                       |
| <b>Type of Venue:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>High School</b>                               |
| <b>Venue Address:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Weston Road, Stafford</b>                     |
| <b>Contact Name:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Ann Kingman (Headteacher)</b>                 |
| <b>Contact Telephone Number:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>01785413600</b>                               |
| <p><b>GUIDANCE NOTES:</b></p> <p>❖ Following an evacuation of the buildings; in the unlikely event that it is considered necessary to leave site, an <b>Alternative Place of Safety</b> must be identified (for example, partner school, local college, leisure centre etc).</p> <p>❖ An Alternative Place of Safety must be pre-arranged and be a standing arrangement maintained by the school.</p> <p>❖ The school must also have specific arrangements in place for the movement of staff and pupils to the venue should relocation be necessary.</p>                                                                                                                                                         |                                                  |
| <b>Useful Information About the Venue</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                  |
| <b>High School across the road from school. Children would need to walk down the road and cross at the pedestrian crossing. Open 8.30 – 4.00.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                  |
| <p><b>GUIDANCE NOTES:</b></p> <p>❖ Useful information for this section would include, but is not limited to:</p> <ul style="list-style-type: none"> <li>▪ Distance from school</li> <li>▪ Directions</li> <li>▪ Location map</li> <li>▪ Plan of the venue / site</li> <li>▪ Capacity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                  |

- Opening hours
- Access arrangements and / or limitations

| <b>EVACUATION PROCEDURE</b>                                                                                                                                                                                                          |  | ✓<br>When Complete |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------|
| <b>INITIAL IMPLEMENTATION</b>                                                                                                                                                                                                        |  |                    |
| In the event of a fire in the school, the nearest staff member triggers the fire alarm.                                                                                                                                              |  |                    |
| In relation to other Critical Incidents, the Incident Manager (& CIMT Lead) will determine if evacuation is necessary and, if so, triggers the evacuation signal.                                                                    |  |                    |
| The Incident Manager uses the school's communication arrangements system to ensure all staff, pupils and visitors are aware the evacuation is not a practice.                                                                        |  |                    |
| Staff, pupils and visitors are directed by the Incident Manager whilst they facilitate the full, partial, phased or directional evacuation of the premises.                                                                          |  |                    |
| Unless directed otherwise by the Incident Manager, all pupils, staff and visitors are required exit the building/s and move to their designated Assembly Point.                                                                      |  |                    |
| The Incident Manager must consider if all designated assembly points remain safe and accessible in relation to the prevailing incident. If not, direct those evacuating to Assembly points that are a safe distance from any danger. |  |                    |
| Parents are informed via the school's parent messaging system that an evacuation is taking place but that pupils will not be released to parents during the evacuation.                                                              |  |                    |
| <b>IMMEDIATE ACTIONS</b>                                                                                                                                                                                                             |  |                    |
| The Incident Manager contacts the relevant emergency services to alert them of the incident, and they are kept up-to-date, as necessary.                                                                                             |  |                    |
| Staff managing pupils and/or visitors take them through the nearest safe exit to a safe, designated external Assembly Point.                                                                                                         |  |                    |
| An assembly point can be moved, if necessary, to ensure that everyone is a safe distance away from any danger.                                                                                                                       |  |                    |
| Staff members escort pupils with PEEP's in accordance with their plan.                                                                                                                                                               |  |                    |
| Staff, pupils and visitors only take the most important belongings with them, e.g. medication, and only if it is safe to do so.                                                                                                      |  |                    |
| The Incident Manager and / or designated Fire Wardens / Zone Checkers check the interior of the building to ensure full evacuation.                                                                                                  |  |                    |
| The Incident Manager alerts staff members that the building is evacuated.                                                                                                                                                            |  |                    |
| The Site Manager monitors the main access points of the building/s to ensure no one re-enters the premises.                                                                                                                          |  |                    |
| At the assembly point/s, one staff member per group conducts a register check.                                                                                                                                                       |  |                    |
| Staff notify the Incident Manager immediately if any pupils, members of staff or visitors are not accounted for. Report anyone known (or suspected) to be missing                                                                    |  |                    |

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| to the emergency services - only instigate a search if it is appropriate and safe to do so.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Staff members keep the groups they are responsible for calm during the evacuation process.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| The Incident Manager keeps in contact with the relevant emergency services to assess the best course of action in respect of the prevailing incident.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| The evacuation only ends once the Incident Manager is certain that it is completely safe to do so and the all-clear signal has been sounded.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>ADDITIONAL ACTIONS IN THE EVENT OF A BOMB THREAT OR SUSPECT PACKAGE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Prior to evacuation of the building, instruct staff to leave doors and windows open with the exception of the area that contains the bomb or suspicious package.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Pupils, staff and visitors should take all readily available personal items with them (if left, these items would need to be searched thus wasting valuable time and effort).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| Pupils, staff and visitors should be evacuated to the furthest point away from the school building or, if this is not sufficient, off-site to the Alternative Place of Safety.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>POST-EVACUATION ACTIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| If, as a result of the incident that has occurred, it is likely that the school site will have to close for a period of time, the Headteacher will consider enacting plans to send pupils and staff home, if it is safe to do so (School Closure Procedures can be found in Appendix 7.7).                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| As part of reviewing the response to a Critical Incident as a whole, the school SLT review the evacuation procedure for its practical effectiveness and make changes as necessary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| Plan a schedule of future practices that: <ul style="list-style-type: none"> <li>❖ Adequately prepares pupils and staff should the procedure be required to be implemented for real.</li> <li>❖ Occur a minimum of once per term.</li> <li>❖ Takes account of the nature of the pupil population (some year groups may require more practice than others).</li> <li>❖ Varies the conditions of the scenario so no two practices are identical.</li> <li>❖ Allows for post-practice evaluation and amendments to the procedure if required - all recorded using the Emergency Procedures Practice Log (see Appendix 7.6).</li> </ul>                                                                                                                          |  |
| Parents / carers are fully informed of the incident via the most appropriate method of communication.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ These procedures are a generic guide and will need adapting to suit individual schools settings.</li> <li>❖ Schools are advised to create simplified versions of Emergency Procedures (with supporting, simple site plans / drawings) for ease of practical implementation, particularly by pupils.</li> <li>❖ These procedures are not intended to be interpreted, or used, as standalone procedures as implementing emergency procedures will inevitably be part of the response to a Critical Incident.</li> <li>❖ They exist entirely within the context of the wider Critical Incident Management Plan and are designed to supplement it and not to replace any parts of it.</li> </ul> |  |

- ❖ They must be read and implemented on this basis and fully in conjunction with fulfilling the wider actions in the Critical Incident Management Plan.

## APPENDIX 7.2: Invacuation

| Invacuation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ Invacuation is a precautionary procedure where <b>everyone is brought inside the building, away from external dangers</b> and is typically used when there is a reported, perceived or potential threat nearby, but no immediate or direct threat to the building's occupants.</li> <li>❖ Once everyone is inside, <b>external doors and windows are locked to prevent anyone going outside</b> and occupants generally inhabit their current / usual locations (e.g., classrooms, offices)</li> <li>❖ <b>Internal doors and corridors remain open to allow internal movement</b>, and the building, essentially operates normally.</li> <li>❖ Invacuation is a state of initial readiness in case the situation escalates to that of a more immediate or direct threat that requires more restrictive and enhanced safety measures to be taken (i.e. a partial or full lockdown).</li> <li>❖ Invacuation can be implemented either as an escalation of an ongoing response to a Critical Incident or as an initial incident-response.</li> <li>❖ An invacuation may be initiated in response to external dangers such as, but not limited to reports or warnings of: <ul style="list-style-type: none"> <li>▪ Possible intruder on or near the school grounds</li> <li>▪ Potentially dangerous animal on or near the school grounds</li> <li>▪ Fire in the nearby vicinity</li> <li>▪ Potential bomb threat or suspect package (outside the building or in the nearby vicinity)</li> <li>▪ Toxic fumes-release in the nearby vicinity</li> <li>▪ Chemical spill in the nearby vicinity</li> <li>▪ Civil unrest in the in the nearby vicinity</li> <li>▪ Adverse weather or other environmental hazard making it potentially unsafe to be outside</li> </ul> </li> </ul> |                                                                                                                                                                                                                                     |
| Signals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                     |
| Signal for Invacuation:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Whistle                                                                                                                                                                                                                             |
| Signal for Stand Down / All-Clear:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Headteacher or Deputy to directly inform staff                                                                                                                                                                                      |
| Invacuation Control Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                     |
| Critical Incident Management Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                     |
| As set-out on page 8 of this Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                     |
| Wider School Staff With Designated Duties During an Invacuation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                     |
| Richard Balding/Becky Burgin – Incident Lead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Coordinate incident</li> <li>• Liaise with security lead</li> <li>• Liaise class teacher</li> <li>• Ensure procedures and policies are being followed</li> </ul>                           |
| Anthony Davies – Security Lead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Call emergency services</li> <li>• Unlock gate to playground</li> <li>• Unlock main gate for emergency vehicles</li> <li>• Ensure pupils and staff are secure in each classroom</li> </ul> |
| Class Teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Headcount class and ensure all pupils are present</li> </ul>                                                                                                                               |
| Helen Fathers/Natasha Houghton                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Take visitors register and check late/absent Pupils and ensure all present</li> </ul>                                                                                                      |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ The size and nature of the individual school will determine how many staff (and in what supporting roles) will be needed beyond the CIMT membership.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                     |

❖ In some schools, this list could be very extensive; in others it could be the case that the CIMT members are sufficient without the need for additional duty-holders.

| Communication Arrangements                                                                                                                                                                                                                                                                                                                                                                                                                              |                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| Internal                                                                                                                                                                                                                                                                                                                                                                                                                                                | External                                  |
| Mobile Phones                                                                                                                                                                                                                                                                                                                                                                                                                                           | Main Phone Line                           |
| Text Message                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mobile Phone                              |
| Two-Way Radios                                                                                                                                                                                                                                                                                                                                                                                                                                          | Parent Messaging (ClassDojo, Seesaw etc.) |
| Computer Screen Notifications                                                                                                                                                                                                                                                                                                                                                                                                                           | Text Message                              |
| Classroom Telephones                                                                                                                                                                                                                                                                                                                                                                                                                                    | School Socials (Facebook)                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         | School Website                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Email                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Letter                                    |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ The above lists are a suggestion and other communication methods may be available at different schools.</li> <li>❖ Schools should amend this list to align with their local arrangements and select / prioritise communication methods in the most likely order of use.</li> <li>❖ Make sure any communications devices are secure and communications cannot be intercepted.</li> </ul> |                                           |

| INVACUATION PROCEDURE                                                                                                                                                                                                                                                                                                                                                                                                      |  | ✓<br>When Complete |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------|
| INITIAL IMPLEMENTATION                                                                                                                                                                                                                                                                                                                                                                                                     |  |                    |
| The Incident Manager (& CIMT Lead) will determine if invacuation is necessary and, if so, triggers the Invacuation signal.                                                                                                                                                                                                                                                                                                 |  |                    |
| The Incident Manager uses the school's communication arrangements system to ensure all staff, pupils and visitors are aware the invacuation is not a practice                                                                                                                                                                                                                                                              |  |                    |
| Staff, pupils and visitors are directed by the Incident Manager whilst they facilitate the Invacuation process.                                                                                                                                                                                                                                                                                                            |  |                    |
| Unless directed otherwise by the Incident manager, all pupils, staff and visitors are required to return to their usual places of occupancy within the building.                                                                                                                                                                                                                                                           |  |                    |
| Parents are informed via the school's parent messaging system that an invacuation is taking place but that pupils will not be released to parents during the invacuation                                                                                                                                                                                                                                                   |  |                    |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ Pupils with mobile phones will be allowed to contact their parents to inform them they are safe but will not be let out of the school building until the all-clear signal has been given.</li> <li>❖ Office staff answering telephone calls from parents should inform them that pupils will not be released while the invacuation is in place.</li> </ul> |  |                    |

| IMMEDIATE ACTIONS                                                                                                                                                                                                                                                                          |  |
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| The Incident Manager contacts the relevant emergency services to alert them of the incident, and they are kept up-to-date, as necessary.                                                                                                                                                   |  |
| All outdoor activity is ceased immediately; staff managing pupils and/or hosting visitors ensure that everyone returns inside the school building via the nearest accessible entrance.                                                                                                     |  |
| The Incident Manager and Site Manager check outdoor areas and ensure all staff, pupils and visitors are inside the school building.                                                                                                                                                        |  |
| All external doors and windows are locked until the 'all-clear' signal is given, or unless otherwise instructed by the Incident Manager or emergency services.                                                                                                                             |  |
| In the event of a potential air pollution issue, all air vents are closed by the Site Manager.                                                                                                                                                                                             |  |
| The Incident Manager alerts staff members that the building is secure.                                                                                                                                                                                                                     |  |
| Once everyone is inside and the building is secure, one staff member per group conducts a register check of their area.                                                                                                                                                                    |  |
| Staff notify the Incident Manager immediately if any pupils, members of staff or visitors are not accounted for. Report anyone known (or suspected) to be missing to the emergency services - only instigate a search if it is appropriate and safe to do so.                              |  |
| Staff members keep the groups they are responsible for calm during the invacuation.                                                                                                                                                                                                        |  |
| The Incident Manager keeps in contact with the relevant emergency services to assess the best course of action in respect of the prevailing incident.                                                                                                                                      |  |
| If it becomes necessary to escalate the invacuation to a partial or full lockdown, the relevant signal is sounded by the Incident Manager.                                                                                                                                                 |  |
| In the unlikely event that it becomes necessary to evacuate the building, the evacuation signal is sounded by the Incident Manager, and the Evacuation Procedure is implemented.                                                                                                           |  |
| The invacuation only ends once the Incident Manager is certain that it is completely safe to do so and the all-clear signal has been sounded.                                                                                                                                              |  |
| POST-INVACUATION ACTIONS                                                                                                                                                                                                                                                                   |  |
| If, as a result of the incident that has occurred, it is likely that the school site will have to close for a period of time, the Headteacher will consider enacting plans to send pupils and staff home, if it is safe to do so (School Closure Procedures can be found in Appendix 7.7). |  |
| As part of reviewing the response to a Critical Incident as a whole, the school SLT review the invacuation procedure for its practical effectiveness and make changes as necessary.                                                                                                        |  |
| Plan a schedule of future practices that: <ul style="list-style-type: none"> <li>❖ Adequately prepares pupils and staff should the procedure be required to be implemented for real.</li> <li>❖ Occur a minimum of once per term.</li> </ul>                                               |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
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| <ul style="list-style-type: none"> <li>❖ Takes account of the nature of the pupil population (some year groups may require more practice than others).</li> <li>❖ Varies the conditions of the scenario so no two practices are identical.</li> <li>❖ Allows for post-practice evaluation and amendments to the procedure if required - all recorded using the Emergency Procedures Practice Log (see Appendix 7.6).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Parents / carers are fully informed of the incident via the most appropriate method of communication.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ These procedures are a generic guide and will need adapting to suit individual schools settings.</li> <li>❖ Schools are advised to create simplified versions of Emergency Procedures (with supporting, simple site plans / drawings) for ease of practical implementation, particularly by pupils.</li> <li>❖ These procedures are not intended to be interpreted, or used, as standalone procedures as implementing emergency procedures will inevitably be part of the response to a Critical Incident.</li> <li>❖ They exist entirely within the context of the wider Critical Incident Management Plan and are designed to supplement it and not to replace any parts of it.</li> <li>❖ They must be read and implemented on this basis and fully in conjunction with fulfilling the wider actions in the Critical Incident Management Plan.</li> </ul> |  |

## APPENDIX 7.3: Partial Lockdown

| Partial Lockdown                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                     |
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| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ Partial lockdown is a <b>precautionary procedure where everyone is brought inside the building and external doors and windows are locked to secure the school from a more immediate external threat or a hazardous material release.</b></li> <li>❖ Once everyone is inside, the <b>immediate objective is to secure all external entry points by locking all external doors and windows with the focus on preventing people from coming inside</b> and occupants generally inhabit and remain in their current / usual locations (e.g., classrooms, offices)</li> <li>❖ <b>Internal doors and corridors can remain open to allow for some internal movement where required and a degree of normal activity within the building.</b></li> <li>❖ Depending on the nature of the threat, <b>it may be considered necessary to restrict movement within the building and / or move occupants to more secure spaces within the school</b> (Designated Spaces of Enhanced Security) instead of their usual locations.</li> <li>❖ Partial lockdown is a state of initial readiness in case the situation escalates to that of a more immediate or direct threat that requires more restrictive and enhanced safety measures to be taken (i.e. a full lockdown).</li> <li>❖ Partial lockdown can be implemented either as an escalation of an ongoing response to a Critical Incident or as an initial incident-response.</li> <li>❖ A Partial lockdown may be initiated in response to more immediate external dangers and risks such as, but not limited to: <ul style="list-style-type: none"> <li>▪ Intruders on the school grounds</li> <li>▪ Potential bomb threat or suspect package (outside the building on the school site)</li> <li>▪ Potentially dangerous animal on the school grounds</li> <li>▪ Toxic fumes-release or smoke approaching the school</li> <li>▪ Other hazardous air-borne contaminants such as a chemical, biological, or radiological release</li> <li>▪ Civil unrest adjacent to the school which poses an enhanced risk</li> <li>▪ Adverse weather or other environmental hazard making it dangerous to be outside</li> </ul> </li> </ul> |                                                                                                                                                                                                                                     |
| Signals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                     |
| Signal for Partial Lockdown:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Lockdown Alarm                                                                                                                                                                                                                      |
| Signal for Stand Down / All-Clear:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | End of Alarm and code word "Blanket"                                                                                                                                                                                                |
| Partial Lockdown Control Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                     |
| Critical Incident Management Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                     |
| As set-out on page 8 of this Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                     |
| Wider School Staff With Designated Duties During a Partial Lockdown                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                     |
| Richard Balding/Becky Burgin – Incident Lead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Coordinate incident</li> <li>• Liaise with security lead</li> <li>• Liaise class teacher</li> <li>Ensure procedures and policies are being followed</li> </ul>                             |
| Anthony Davies – Security Lead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Call emergency services</li> <li>• Unlock gate to playground</li> <li>• Unlock main gate for emergency vehicles</li> <li>• Ensure pupils and staff are secure in each classroom</li> </ul> |
| Class Teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Headcount class and ensure all pupils are present and secure classroom.</li> </ul>                                                                                                         |
| Helen Fathers/Natasha Houghton                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Take visitors register and check late/absent Pupils and ensure all present</li> </ul>                                                                                                      |
| Richard Balding/Becky Burgin – Incident Lead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Coordinate incident</li> <li>• Liaise with security lead</li> <li>• Liaise class teacher</li> <li>Ensure procedures and policies are being followed</li> </ul>                             |

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| <b>Anthony Davies – Security Lead</b>                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Call emergency services</li> <li>• Unlock gate to playground</li> <li>• Unlock main gate for emergency vehicles</li> <li>• Ensure pupils and staff are secure in each classroom</li> </ul> |
| <p><b>GUIDANCE NOTES:</b></p> <ul style="list-style-type: none"> <li>❖ The size and nature of the individual school will determine how many staff (and in what supporting roles) will be needed beyond the CIMT membership.</li> <li>❖ In some schools, this list could be very extensive; in others it could be the case that the CIMT members are sufficient without the need for additional duty-holders.</li> </ul> |                                                                                                                                                                                                                                     |

| Communication Arrangements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| Internal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | External                                  |
| Mobile Phones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Main Phone Line                           |
| Text Message                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Mobile Phone                              |
| Two-Way Radios                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Parent Messaging (ClassDojo, Seesaw etc.) |
| Computer Screen Notifications                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Text Message                              |
| Classroom Telephones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | School Socials (Facebook)                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | School Website                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Email                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Letter                                    |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ The above lists are a suggestion and other communication methods may be available at different schools.</li> <li>❖ Schools should amend this list to align with their local arrangements and select / prioritise communication methods in the most likely order of use.</li> <li>❖ Make sure any communications devices are secure and communications cannot be intercepted.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                           |
| Designated Spaces of Enhanced Security                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                           |
| 1. Cellar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 4. Insert Details                         |
| 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 5. Insert Details                         |
| 3.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 6. Insert Details                         |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ Pre-determined Designated Spaces of Enhanced Security must be identified by carrying out a survey / assessment of the school building/s. Consideration should be given to: <ul style="list-style-type: none"> <li>▪ Solid / substantial masonry walls</li> <li>▪ No external walls (if possible)</li> <li>▪ Minimal number of windows (if external walls are unavoidable) to reduce the risk of flying glass</li> <li>▪ Lockable windows (if external walls are unavoidable)</li> <li>▪ Lockable doors</li> <li>▪ Sufficient room for the numbers of people to be accommodated</li> <li>▪ Accessibility for pupils with SEND</li> <li>▪ Alternative access and egress points to avoid creating a “kill-box”</li> <li>▪ Advice and guidance from the Trusts H&amp;S Team</li> </ul> </li> <li>❖ Spaces designated for this purpose should be readily available for use at all times with minimal notice.</li> <li>❖ All pupils, staff and visitors should be made aware of the Designated Spaces of Enhanced Security.</li> <li>❖ Create a simple Layout Plan posted at key points around the school that shows Designated Spaces of Enhanced Security.</li> </ul> |                                           |

| PARTIAL LOCKDOWN PROCEDURE                                                                                                                                                                                                                                                                                                                                                                                                      |  | ✓<br>When Complete |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------|
| INITIAL IMPLEMENTATION                                                                                                                                                                                                                                                                                                                                                                                                          |  |                    |
| The Incident Manager (& CIMT Lead) will determine if Partial Lockdown is necessary and, if so, triggers the Partial Lockdown signal.                                                                                                                                                                                                                                                                                            |  |                    |
| The Incident Manager uses the school's communication arrangements system to ensure all staff, pupils and visitors are aware the Partial Lockdown is not a practice.                                                                                                                                                                                                                                                             |  |                    |
| Staff, pupils and visitors are directed by the Incident Manager whilst they facilitate the Partial Lockdown process.                                                                                                                                                                                                                                                                                                            |  |                    |
| Unless directed otherwise by the Incident manager, all pupils, staff and visitors are required to return to their usual places of occupancy within the building.                                                                                                                                                                                                                                                                |  |                    |
| Based on the nature of the prevailing incident, the Incident Manager determines if it is appropriate to direct pupils, staff and visitors to some or all of the designated spaces of enhanced security within the school building/s                                                                                                                                                                                             |  |                    |
| Parents are informed via the school's parent messaging system that a Partial Lockdown is taking place but that pupils will not be released to parents during the Partial Lockdown                                                                                                                                                                                                                                               |  |                    |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ Pupils with mobile phones will be allowed to contact their parents to inform them they are safe but will not be let out of the school building until the all-clear signal has been given.</li> <li>❖ Office staff answering telephone calls from parents should inform them that pupils will not be released while the Partial Lockdown is in place.</li> </ul> |  |                    |
| IMMEDIATE ACTIONS                                                                                                                                                                                                                                                                                                                                                                                                               |  |                    |
| The Incident Manager contacts the relevant emergency services to alert them of the incident, and they are kept up-to-date, as necessary.                                                                                                                                                                                                                                                                                        |  |                    |
| All outdoor activity is ceased immediately; staff managing pupils and/or hosting visitors ensure that everyone returns inside the school building via the nearest accessible entrance.                                                                                                                                                                                                                                          |  |                    |
| The Incident Manager and Site Manager check outdoor areas and ensure all staff, pupils and visitors are inside the school building.                                                                                                                                                                                                                                                                                             |  |                    |
| All external doors and windows are locked until the 'all-clear' signal is given, or unless otherwise instructed by the Incident Manager or emergency services.                                                                                                                                                                                                                                                                  |  |                    |
| In the event of a potential air pollution issue, all air vents are closed by the Site Manager.                                                                                                                                                                                                                                                                                                                                  |  |                    |
| The Incident Manager alerts staff members that the building is secure.                                                                                                                                                                                                                                                                                                                                                          |  |                    |
| Once everyone is inside and the building is secure, one staff member per group conducts a register check of their area.                                                                                                                                                                                                                                                                                                         |  |                    |
| Staff notify the Incident Manager immediately if any pupils, members of staff or visitors are not accounted for. Report anyone known (or suspected) to be missing                                                                                                                                                                                                                                                               |  |                    |

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| to the emergency services - only instigate a search if it is appropriate and safe to do so.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Staff members keep the groups they are responsible for calm during the Partial Lockdown.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| The Incident Manager keeps in contact with the relevant emergency services to assess the best course of action in respect of the prevailing incident.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| If it becomes necessary to escalate the Partial Lockdown to a Full Lockdown, the relevant signal is sounded by the Incident Manager.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| In the unlikely event that it becomes necessary to evacuate the building, the evacuation signal is sounded by the Incident Manager, and the Evacuation Procedure is implemented.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| The Partial Lockdown only ends once the Incident Manager is certain that it is completely safe to do so and the all-clear signal has been sounded.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>POST-PARTIAL LOCKDOWN ACTIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| If, as a result of the incident that has occurred, it is likely that the school site will have to close for a period of time, the Headteacher will consider enacting plans to send pupils and staff home, if it is safe to do so (School Closure Procedures can be found in Appendix 7.7).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| As part of reviewing the response to a Critical Incident as a whole, the school SLT review the Partial Lockdown procedure for its practical effectiveness and make changes as necessary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <p>Plan a schedule of future practices that:</p> <ul style="list-style-type: none"> <li>❖ Adequately prepares pupils and staff should the procedure be required to be implemented for real.</li> <li>❖ Occur a minimum of once per term.</li> <li>❖ Takes account of the nature of the pupil population (some year groups may require more practice than others).</li> <li>❖ Varies the conditions of the scenario so no two practices are identical.</li> <li>❖ Allows for post-practice evaluation and amendments to the procedure if required - all recorded using the Emergency Procedures Practice Log (see Appendix 7.6).</li> </ul>                                                                                                                                                                                                                                                                                   |  |
| Parents / carers are fully informed of the incident via the most appropriate method of communication.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ These procedures are a generic guide and will need adapting to suit individual schools settings.</li> <li>❖ Schools are advised to create simplified versions of Emergency Procedures (with supporting, simple site plans / drawings) for ease of practical implementation, particularly by pupils.</li> <li>❖ These procedures are not intended to be interpreted, or used, as standalone procedures as implementing emergency procedures will inevitably be part of the response to a Critical Incident.</li> <li>❖ They exist entirely within the context of the wider Critical Incident Management Plan and are designed to supplement it and not to replace any parts of it.</li> <li>❖ They must be read and implemented on this basis and fully in conjunction with fulfilling the wider actions in the Critical Incident Management Plan.</li> </ul> |  |

## APPENDIX 7.4: Full Lockdown

| Full Lockdown                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                             |
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| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ Full Lockdown is <b>an immediate response to an active, direct internal or external threat, requiring everyone to seek immediate safe shelter and hide inside the building.</b></li> <li>❖ Once everyone is inside the primary aims of a full lockdown are: <ul style="list-style-type: none"> <li><b>Secure all external entry points by locking all external doors and windows</b> to prevent people from coming inside.</li> <li><b>Move occupants to the nearest Designated Spaces of Enhanced Security.</b></li> <li><b>Lock / secure all internal doors and windows</b> to delay any intruders (use barricades if necessary).</li> <li><b>Close all window blinds / curtains.</b></li> <li><b>Keep occupants calm, silent, out of sight and safe.</b></li> <li><b>Make the school and its rooms appear to be empty.</b></li> <li><b>Wait for the emergency services</b> to arrive and lift the lockdown.</li> </ul> </li> <li>❖ Full lockdown can be implemented either as an escalation of an ongoing response to a Critical Incident or as an initial incident-response: <b>IF IN DOUBT, INSTIGATE A FULL LOCKDOWN!</b></li> <li>❖ A Full Lockdown may be initiated in response to an active, direct internal or external threat such as, but not limited to: <ul style="list-style-type: none"> <li>Intruders on the school grounds with potentially harmful intent</li> <li>Intruders in the school building/s (with or without harmful intent)</li> <li>Terrorism and / or direct external bomb threat against the school</li> <li>Violent civil unrest adjacent to the school which poses a direct risk</li> <li>Violent disorder on / in the school premises</li> <li>Serious environmental hazard making it injurious to health to be outside</li> <li>Met Office “Red Weather Warning” that presents a risk to life and / or damage to buildings</li> </ul> </li> </ul> |                                                                                                                                                                                                                             |
| Signals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                             |
| Signal for Full Lockdown:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Lockdown Alarm                                                                                                                                                                                                              |
| Signal for Stand Down / All-Clear:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | End of Alarm and code word “Blanket”                                                                                                                                                                                        |
| Full Lockdown Control Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                             |
| Critical Incident Management Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                             |
| As set-out on page 8 of this Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                             |
| Wider School Staff With Designated Duties During a Full Lockdown                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                             |
| Richard Balding/Becky Burgin – Incident Lead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Coordinate incident</li> <li>Liaise with security lead</li> <li>Liaise class teacher</li> <li>Ensure procedures and policies are being followed</li> </ul>                           |
| Anthony Davies – Security Lead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Call emergency services</li> <li>Unlock gate to playground</li> <li>Unlock main gate for emergency vehicles</li> <li>Ensure pupils and staff are secure in each classroom</li> </ul> |
| Class Teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Headcount class and ensure all pupils are present and secure classroom.                                                                                                                                                     |
| Helen Fathers/Natasha Houghton                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Take visitors register and check late/absent Pupils and ensure all present                                                                                                                                                  |
| Richard Balding/Becky Burgin – Incident Lead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Coordinate incident</li> <li>Liaise with security lead</li> <li>Liaise class teacher</li> <li>Ensure procedures and policies are being followed</li> </ul>                           |
| Anthony Davies – Security Lead                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Call emergency services</li> <li>Unlock gate to playground</li> <li>Unlock main gate for emergency vehicles</li> </ul>                                                               |

|                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                  | Ensure pupils and staff are secure in each classroom |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ The size and nature of the individual school will determine how many staff (and in what supporting roles) will be needed beyond the CIMT membership.</li> <li>❖ In some schools, this list could be very extensive; in others it could be the case that the CIMT members are sufficient without the need for additional duty-holders.</li> </ul> |                                                      |

| Communication Arrangements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| Internal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | External                                  |
| Mobile Phones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Main Phone Line                           |
| Text Message                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Mobile Phone                              |
| Two-Way Radios                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Parent Messaging (ClassDojo, Seesaw etc.) |
| Computer Screen Notifications                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Text Message                              |
| Classroom Telephones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | School Socials (Facebook)                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | School Website                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Email                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Letter                                    |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ The above lists are a suggestion and other communication methods may be available at different schools.</li> <li>❖ Schools should amend this list to align with their local arrangements and select / prioritise communication methods in the most likely order of use.</li> <li>❖ Make sure any communications devices are secure and communications cannot be intercepted.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                           |
| Designated Spaces of Enhanced Security                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                           |
| 1. Cellar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 4. Insert Details                         |
| 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 5. Insert Details                         |
| 3.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 6. Insert Details                         |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ Pre-determined Designated Spaces of Enhanced Security must be identified by carrying out a survey / assessment of the school building/s. Consideration should be given to: <ul style="list-style-type: none"> <li>▪ Solid / substantial masonry walls</li> <li>▪ No external walls (if possible)</li> <li>▪ Minimal number of windows (if external walls are unavoidable) to reduce the risk of flying glass</li> <li>▪ Lockable windows (if external walls are unavoidable)</li> <li>▪ Lockable doors</li> <li>▪ Sufficient room for the numbers of people to be accommodated</li> <li>▪ Accessibility for pupils with SEND</li> <li>▪ Alternative access and egress points to avoid creating a “kill-box”</li> <li>▪ Advice and guidance from the Trusts H&amp;S Team</li> </ul> </li> <li>❖ Spaces designated for this purpose should be readily available for use at all times with minimal notice.</li> <li>❖ All pupils, staff and visitors should be made aware of the Designated Spaces of Enhanced Security.</li> <li>❖ Create a simple Layout Plan posted at key points around the school that shows Designated Spaces of Enhanced Security.</li> </ul> |                                           |

| FULL LOCKDOWN PROCEDURE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | ✓<br>When Complete |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------|
| INITIAL IMPLEMENTATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                    |
| The Incident Manager (& CIMT Lead) will determine if Partial Lockdown is necessary and, if so, triggers the Full Lockdown signal.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                    |
| The Incident Manager uses the school's communication arrangements system to ensure all staff, pupils and visitors are aware the Full Lockdown is not a practice.                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                    |
| Staff, pupils and visitors are directed by the Incident Manager whilst they facilitate the Full Lockdown process.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                    |
| Unless directed otherwise by the Incident manager, all pupils, staff and visitors are directed to some or all of the Designated Spaces of Enhanced Security within the school building/s                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                    |
| Parents are informed via the school's parent messaging system that a Full Lockdown is taking place but that pupils will not be released to parents during the Partial Lockdown                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                    |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ All mobile phones should be switched to "silent" with the vibration feature turned off.</li> <li>❖ Pupils with mobile phones will be allowed to contact their parents to inform them they are safe (but only at a time when deemed safe / appropriate by the Incident Manager) but will not be let out of the school building until the all-clear signal has been given.</li> <li>❖ Incoming phone calls to the school should be ignored during the Full Lockdown so as to not place individuals at risk of being heard / seen.</li> </ul> |  |                    |
| IMMEDIATE ACTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                    |
| "RUN HIDE TELL" principles are followed if there is a threat of terrorism (see Appendix 7.5).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                    |
| The Incident Manager contacts the relevant emergency services to alert them of the incident, and they are kept up-to-date, as necessary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                    |
| All outdoor activity is ceased immediately; staff managing pupils and/or hosting visitors ensure that everyone returns inside the school building via the nearest accessible entrance.                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                    |
| All pupils, staff and visitors are directed to some or all of the Designated Spaces of Enhanced Security within the school building/s.                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                    |
| The Incident Manager and Site Manager check outdoor areas and ensure all staff, pupils and visitors are inside the school building.                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                    |
| All external doors and windows are locked until the 'all-clear' signal is given, or unless otherwise instructed by the Incident Manager or emergency services.                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                    |
| All internal doors and windows are locked (and barricaded if necessary) until the 'all-clear' signal is given, or unless otherwise instructed by the Incident Manager or emergency services.                                                                                                                                                                                                                                                                                                                                                                                                               |  |                    |
| In the event of a potential air pollution issue, all air vents are closed by the Site Manager.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| The Incident Manager alerts staff members that the building is secure.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Once everyone is inside and the building is secure, one staff member per group conducts a register check of their area.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Staff notify the Incident Manager immediately if any pupils, members of staff or visitors are not accounted for. Report anyone known (or suspected) to be missing to the emergency services - only instigate a search if it is appropriate and safe to do so.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Staff members keep the groups they are responsible for calm and quiet during the Full Lockdown and, for their safety, are instructed to remain still and hidden.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| The Incident Manager keeps in contact with the relevant emergency services to assess the best course of action in respect of the prevailing incident.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| In the unlikely event that it becomes necessary to evacuate the building, the evacuation signal is sounded by the Incident Manager, and the Evacuation Procedure is implemented..                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| The Full Lockdown only ends once the Incident Manager is certain that it is completely safe to do so and the all-clear signal has been sounded.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>POST-FULL LOCKDOWN ACTIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| If, as a result of the incident that has occurred, it is likely that the school site will have to close for a period of time, the Headteacher will consider enacting plans to send pupils and staff home, if it is safe to do so (School Closure Procedures can be found in Appendix 7.7).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| As part of reviewing the response to a Critical Incident as a whole, the school SLT review the Full Lockdown procedure for its practical effectiveness and make changes as necessary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <p>Plan a schedule of future practices that:</p> <ul style="list-style-type: none"> <li>❖ Adequately prepares pupils and staff should the procedure be required to be implemented for real.</li> <li>❖ Occur a minimum of once per term.</li> <li>❖ Takes account of the nature of the pupil population (some year groups may require more practice than others).</li> <li>❖ Varies the conditions of the scenario so no two practices are identical.</li> <li>❖ Allows for post-practice evaluation and amendments to the procedure if required - all recorded using the Emergency Procedures Practice Log (see Appendix 7.6).</li> </ul>                                                                                                                                                                                                                                                                                                                           |  |
| Parents / carers are fully informed of the incident via the most appropriate method of communication.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <p><b><span style="color: red;">GUIDANCE NOTES:</span></b></p> <ul style="list-style-type: none"> <li>❖ These procedures are a generic guide and will need adapting to suit individual schools settings.</li> <li>❖ Schools are advised to create simplified versions of Emergency Procedures (with supporting, simple site plans / drawings) for ease of practical implementation, particularly by pupils.</li> <li>❖ These procedures are not intended to be interpreted, or used, as standalone procedures as implementing emergency procedures will inevitably be part of the response to a Critical Incident.</li> <li>❖ They exist entirely within the context of the wider Critical Incident Management Plan and are designed to supplement it and not to replace any parts of it.</li> <li>❖ They must be read and implemented on this basis and fully in conjunction with fulfilling the wider actions in the Critical Incident Management Plan.</li> </ul> |  |

## APPENDIX 7.5: Terrorism - “RUN-HIDE-TELL”

"Run-Hide-Tell" is the official UK guidance for the public on how to protect themselves in the rare event of a firearms or weapons attack. This advice can be applied in many situations and knowing these steps can save lives. The guidance, issued by Counter Terrorism Policing, consists of three key actions:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>❖ <b>RUN</b> to a place of safety if you can.</li> <li>❖ This is considered a better option than surrendering to or negotiating with assailants.</li> <li>❖ Plan a potential escape route and act quickly and quietly, leaving your belongings behind.</li> <li>❖ Insist others come with you, but do not let their indecision slow you down.</li> <li>❖ Leave belongings behind.</li> <li>❖ Do not attempt to film the incident.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>❖ <b>HIDE</b> if running is not an option.</li> <li>❖ It is better to hide than to confront an assailant.</li> <li>❖ Find cover from gunfire, ideally behind substantial brickwork or heavy reinforced walls, as bullets can penetrate glass, wood, and most metal.</li> <li>❖ Lock and barricade yourself in a room if possible and move away from the door.</li> <li>❖ Be aware of exits and try not to get trapped.</li> <li>❖ Be as quiet as possible; silence your mobile phone and switch off vibrate.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>❖ <b>TELL</b> the police when it is safe to do so by calling 999.</li> <li>❖ Provide the police with clear information about the nature of the incident: <ul style="list-style-type: none"> <li>▪ Where is the incident taking place? Give an address or at least a general location.</li> <li>▪ What is your location?</li> <li>▪ Descriptions of the attackers, including how many, their clothing, physical features, and weapons etc.</li> <li>▪ Where are the assailants now or where did you last see them?</li> <li>▪ Which direction are they headed?</li> <li>▪ Further useful information such as casualties, type of injury, building information, entrances, exits, hostages etc.</li> </ul> </li> <li>❖ If you cannot speak or make a noise, listen to the call taker's instructions.</li> <li>❖ When armed police arrive, they may treat you firmly as they cannot immediately distinguish you from an attacker.</li> <li>❖ Follow all instructions, keep your hands visible, and avoid sudden movements.</li> </ul> |
| <p><b>GUIDANCE NOTES:</b></p> <ul style="list-style-type: none"> <li>❖ More information, official advice and training materials are available on the <b>ProtectUK website</b>.</li> <li>❖ If you see or hear something that could be related to terrorism, trust your instincts and report it online at <a href="https://www.gov.uk/ACT">gov.uk/ACT</a> or by calling the confidential <b>Anti-Terrorist hotline on 0800 789 321</b>.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



**COUNTER  
TERRORISM  
POLICING**

**ACT**

**ACTION  
COUNTERS  
TERRORISM**

**IN THE RARE EVENT OF**  
a firearms or weapons attack

**RUN HIDE TELL**



**RUN** to a place of safety. This is a far better option than to surrender or negotiate. If there's nowhere to go, then...

**HIDE** It's better to hide than to confront. Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can. Then finally and only when it is safe to do so...

**TELL** the police by calling 999.

## APPENDIX 7.6: Emergency Procedures Practice Log

| Emergency Procedures Practice Log                                                                                                                                                                                                                                                                                                                                                                                                |     |              |                          |                                |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------|--------------------------|--------------------------------|--|
| Practice Details                                                                                                                                                                                                                                                                                                                                                                                                                 |     |              |                          |                                |  |
| Date & Time of Practice:                                                                                                                                                                                                                                                                                                                                                                                                         |     |              |                          | Planned or Unplanned Practice? |  |
| Procedure/s Being Practiced:                                                                                                                                                                                                                                                                                                                                                                                                     |     |              |                          |                                |  |
| Scenario Variation/s Applied:                                                                                                                                                                                                                                                                                                                                                                                                    |     |              |                          |                                |  |
| Target Practice Time:                                                                                                                                                                                                                                                                                                                                                                                                            |     |              |                          | Actual Practice Time:          |  |
| Total Pupils:                                                                                                                                                                                                                                                                                                                                                                                                                    |     | Total Staff: |                          | Total Visitors:                |  |
| Name of Person Leading Practice:                                                                                                                                                                                                                                                                                                                                                                                                 |     |              |                          | Signature:                     |  |
| Post-Practice Evaluation                                                                                                                                                                                                                                                                                                                                                                                                         |     |              |                          |                                |  |
| Points to Reflect on:                                                                                                                                                                                                                                                                                                                                                                                                            | ✓   |              | Action Required / Taken: |                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                  | Yes | No           |                          |                                |  |
| Was the reaction to the alarm satisfactory?<br>(consider children, staff and visitors)                                                                                                                                                                                                                                                                                                                                           |     |              |                          |                                |  |
| Was the emergency procedure followed correctly?                                                                                                                                                                                                                                                                                                                                                                                  |     |              |                          |                                |  |
| Was the target time achieved?                                                                                                                                                                                                                                                                                                                                                                                                    |     |              |                          |                                |  |
| Were all areas checked and / or secured (where applicable)?                                                                                                                                                                                                                                                                                                                                                                      |     |              |                          |                                |  |
| Were designated areas suitable for the purposes of the procedure being practiced?                                                                                                                                                                                                                                                                                                                                                |     |              |                          |                                |  |
| Were all children, staff and visitors accounted for?                                                                                                                                                                                                                                                                                                                                                                             |     |              |                          |                                |  |
| Did staff correctly fulfil the responsibilities allocated to them?                                                                                                                                                                                                                                                                                                                                                               |     |              |                          |                                |  |
| What was the impact of the scenario variation applied to the practice?                                                                                                                                                                                                                                                                                                                                                           |     |              |                          |                                |  |
| Overall, what worked well and what didn't work so well?                                                                                                                                                                                                                                                                                                                                                                          |     |              |                          |                                |  |
| Any Other Notes, Comments or Actions:                                                                                                                                                                                                                                                                                                                                                                                            |     |              |                          |                                |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |              |                          |                                |  |
| Senior Management Signature / Sign-Off:                                                                                                                                                                                                                                                                                                                                                                                          |     |              | Date:                    |                                |  |
| <b>GUIDANCE NOTES:</b> <ul style="list-style-type: none"> <li>❖ Practice Logs should, ideally, be completed on the same day as the practice is undertaken but always within 24 hours.</li> <li>❖ Forward a copy of the completed Practice Log to the Trust Health &amp; Safety Officer.</li> <li>❖ Retain a copy of all Practice Logs for the purposes of future Health &amp; Safety Audits and statutory compliance.</li> </ul> |     |              |                          |                                |  |

## **APPENDIX 7.7: School Closure Procedure**

Any decision to close a school in the face of a Critical Incident should be very carefully considered. Although the health & safety of pupils and staff is paramount, it must also be borne in mind the emergency closure of a school can have a knock-on effect with other people and key services as parents/carers would have to take time off to look after their children. Schools should seek advice from relevant members of the Central Team (determined by the nature of the Critical Incident) before deciding to close.

### **Closure During the School Day**

1. The Head Teacher / Incident Manager determines the need to close the school as part of the Critical Incident response.
2. Authorisation to close is sought from the REAch2 Director of Education (with additional email notification to the Cluster Deputy Director of Education).
3. In the absence of the REAch2 Director of Education, authorisation to close must be sought from the relevant Cluster Deputy Director of Education.
4. Once the decision to close has been made, parents / carers will be informed via phone, text message and email or other electronic platforms such as Seesaw, ClassDojo, MarvellousMe etc.
5. Additional notifications of closure will be placed on the homepage of the school's website (support may be required from the Marketing Team) and, if deemed appropriate, school social media platforms.
6. Notifications will also need to be given to external stakeholders such as pupil-transport providers – these should be recorded on the Critical Incident Management Log (in the Record of All Other Communications for the current phase of the incident response).
7. Pupils will continue to be supervised by staff until parents / carers authorise them to leave or they are collected.
8. Parental authorisation can be provided verbally, by text message or email from a parental phone number or email address directly to the pupils phone and seen by a member of staff then recorded on the Critical Incident Management Log (in the Record of Parent Contacts for the current phase of the incident response).

### **Closure in Advance of the School Day**

1. The Head Teacher / Incident Manager determines the need to close the school as part of the Critical Incident response.
2. Authorisation to close is sought from the REAch2 Director of Education (with additional email notification to the Cluster Deputy Director of Education).
3. In the absence of the REAch2 Director of Education, authorisation to close must be sought from the relevant Cluster Deputy Director of Education.
4. Once the decision to close has been made, parents / carers will be informed via phone, text message and email or other electronic platforms such as Seesaw, ClassDojo, MarvellousMe etc.
5. Additional notifications of closure will be placed on the homepage of the school's website (support may be required from the Marketing Team) and, if deemed appropriate, school social media platforms.
6. Notifications will also need to be given to external stakeholders such as pupil-transport providers – these should be recorded on the Critical Incident Management Log (in the Record of All Other Communications for the current phase of the incident response).
7. If it is safe to do so, designate a member/s of staff to be at the school main entrance/s from 8:00am on the day/s of closure to prevent school access to pupils / parents / carers who might still attend school.

## APPENDIX 8: Useful Links to Further Guidance & Support

| Useful Links to Further Guidance    |                                                                                                                                                                                                                           |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title                               | Clickable Link                                                                                                                                                                                                            |
| Asbestos Emergency: 10 Safety Steps | <a href="#">Asbestos Emergency - 10 Safety Steps.pdf</a>                                                                                                                                                                  |
| Counselling & Bereavement Support   | <a href="https://reach2.sharepoint.com/sites/HealthSafetyandWellbeing/SitePages/Staff-counselling-service.aspx">https://reach2.sharepoint.com/sites/HealthSafetyandWellbeing/SitePages/Staff-counselling-service.aspx</a> |
| Guidance Note: Flooding in Schools  | <a href="#">Flooding in Schools - Estates Guidance Note.pdf</a>                                                                                                                                                           |
| Guidance Note: Gas Leaks            | <a href="#">Gas Leaks - Estates Guidance Note.pdf</a>                                                                                                                                                                     |
| Guidance Note: Mouse Infestations   | <a href="#">Mouse Infestations - Estates Guidance Note.pdf</a>                                                                                                                                                            |
| Guidance Note: Rat Infestations     | <a href="#">Rat Infestations - Estates Guidance Note.pdf</a>                                                                                                                                                              |
| Terrorism: RUN-HIDE-TELL            | <a href="https://www.protectuk.police.uk/advice-and-guidance/response/run-hide-tell">https://www.protectuk.police.uk/advice-and-guidance/response/run-hide-tell</a>                                                       |
| Trust Health & Safety Policies      | <a href="#">REAch2 Health &amp; Safety Policy</a>                                                                                                                                                                         |
| Trust Risk Assessments              | <a href="#">Risk Assessments</a>                                                                                                                                                                                          |