



Oswald Road Primary School

Major and Critical Incident Policy (Including Lockdown)

September 2019

Policy approved by Governors: September 2019

Headteacher: Deborah Howard
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1.0 Context & Introduction

The intended readers of this document are Head Teacher, SLT and Caretakers.

1.1 Context

This policy and its implementation is part of our policy framework to comply with the Health & Safety at Work Act, and associated legislation.

The safety, welfare and safeguarding of our students, staff, visitors and volunteers is paramount in everything we do.

This policy sets the minimum requirements for your action to manage major and critical incidents locally. It is imperative that Oswald Road has up to date, individual, and bespoke procedures and plans in place to ensure the most appropriate and timely actions are taken to safeguard life.

Your immediate action is required to ensure compliance, which may be to review your existing plans/procedures or indeed form those from new.

As with all emergency policies, plans and procedures and electronic copies – these should be printed and kept up to date in a single accessible location in school, so staff are not searching or needing to print documents in an emergency.

school should have a pre-designated Incident Management Team (IMT), which may be part of their emergency planning procedures. The Senior Leadership Team will take on this function.

1.2 Introduction

When handling a major or critical incident it is important to ensure adequate, rehearsed plans are in place at Oswald Road and communicated to staff and students. It is the responsibility of the Head Teacher / SLT to ensure these plans exist and are current and accessible.

Some incidents, however, are of a more critical and overwhelming nature in which staff, students and parents may experience acute, even prolonged distress. A critical incident can create significant personal distress and potentially overwhelm normal responses, procedures and coping strategies.

When we face such an incident, research suggests that we cope best when clear procedures to follow exist and where we are able to utilise a network of support. Leaders and staff need to be as prepared as possible before any such incident occurs and therefore must test and communicate plans.

Major and critical incidents require many different responses dependent on the situation and influencing factors. Often, two important responses are to 'lock-down' the site and buildings or indeed trigger a full evacuation. School already has in place detailed evacuation procedures in relation to fire safety. However, prior to this policy, no formal policy direction has been provided with regard to planning for a lockdown, therefore within section 4 of this policy are the newly introduced policy requirements.

School should have an effective 'lock-down' procedure, which is rehearsed and tested. These should be rehearsed termly. This policy is intended to be used both by all those who already have lockdown plans, to inform their development as necessary, and by those where no such plans currently exist.

Lockdown procedures can also be known as a "Stop and shelter", and this may be a more suitable term to use with students.

Through the schools Health and Safety policy, coupled with this policy: together with (i) Emergency plans and responses and (ii) your Business Continuity plan, provide a basis for a planned framework to respond to such incidents and return operations to normality.

Section 2 of this document provides examples of major and critical incidents to assist in setting the scene and typical scenarios in your planning, whilst section 3 provides the policy requirements through the four key stages to return to normality. These four stages are:

- STAGE 1: Initial response – Normally within the first hour
- STAGE 2: Consolidation – Normally the hours immediately following the first hour
- STAGE 3: Recovery – Normally the hours/days after the event
- STAGE 4: Restoration of Normality – same day, following days or weeks

2.0 Examples of Critical Incidents

Incidents fall into two categories:

(i) Major Public Declared Incidents as defined by the Civil Contingencies Act 2004

Examples include:

- Major environmental incident
- War or terrorism which threatens serious damage or public safety/welfare
- An event or situation which threatens damage to human welfare
- An event or situation which disrupts supply of money; food; water; energy or fuel; communication systems; transportation or health facilities

(ii) Self-declared critical incidents by staff

Examples include:

- The sudden death of a student or member of staff or other close individual
- A serious accident involving students and/or personnel on or off the premises
- A violent act or threat of by malicious persons, either in person or by means such as arson, bomb/bomb threat, vandalism, physical violence etc
- Unauthorised entry onto the site/into the premises by unknown person(s) giving cause for the safety and welfare of persons
- A building becoming unsafe as a result of fire, flood or other incident and major failures to operate or function

- A more widespread emergency in the community, for example the release of hazardous substances, severe weather, flooding etc
- Severe/prolonged power, water, fuel loss
- Public health threats (e.g. meningitis)

Other examples of less critical but serious incidents that may require specific responses/actions:

- An incident in the community which is seen or experienced by students or staff
- An incident affecting relatives of students which is known about in the School
- An incident affecting a nearby school building

When a major or critical incident occurs it is often human nature to panic or react without perhaps a normal depth of thought. The following characteristics should be considered in your planning, handling, and responses to any incident:

- Sadness
- Distress
- Shock
- Impact on others
- Need to help individuals Vs the need to lead an overall response
- The visual impact of what has occurred

It is imperative a controlled, considered and well-supported lead and incident management team are functioning during a major or critical incident. Decisions and directions need to be:

- Clear
- Concise
- From a foundation of control (in so far as possible)
- From a foundation of consideration (in so far as possible)
- informed by where you need to demand support and assistance from others

3.0 Key Stages & Considerations during a declared Critical Incident

School should communicate and test a critical incident procedure, so a planned sequence of considerations, actions and responses that are followed appropriate to the type, scale and incident. Critical incidents generally have four key stages from the incident occurring through to returning to normality.

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These four key stages are set out below with minimum policy actions and guidance:

3.1 STAGE 1: Initial response – Normally within the first hour

Take immediate actions to preserve life, safeguard students and staff, together with their welfare, which may include invoking the site lock-down procedure or site evacuation.

Notify the emergency services (if necessary).

Declare a critical incident as appropriate and notify key members of staff and the incident management team.

On a continuous cycle, reassess risk and take further mitigating actions. Engage support of the IMT as appropriate, together with key staff.

Take actions to preserve equipment, facilities and the built environment (if appropriate) but not at the detriment of human safety.

Enact your local emergencies procedures.

Gather key information and keep records.

Contact the families/next of kin of those involved (remember this communication may be passed to the media)

Notify the LA

Guidance: Contacting relatives/parents or carers (next of kin)

The School will maintain an up-to-date list of emergency contacts for students and staff, and ensure it has an effective procedure for knowing who is on site. Ensure a means to access this information in the event of IT/electricity failure. In the event of serious incident, injury or death, the police are highly likely to be involved and are likely to take responsibility for informing relatives in person. However, it may be helpful for them to be accompanied by a member of staff.

In other circumstances, contacting the families of those involved should be done quickly and sensitively by the school. If the contact person cannot be reached by telephone, leave a brief message asking them to telephone a particular number. Try to avoid leaving complex messages as these can become distorted when conveyed.

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When releasing information to a wider audience, e.g. parents, prepare the information with care. Give the appropriate facts and express sympathy or concern. Blame and liability should not be attributed. Remember that the media may get access to this statement.

When making contact be mindful that this information may be passed onto the media.

Guidance: Assessing & Collecting key Incident information

Often as the first on scene or as a leader shock may be the first reaction, but it is imperative clear thinking and rational consideration is applied.

The following is a check-list of key considerations in assessing the incident:

- Survey – what is the actual situation
- Assess – what can immediately be done to reduce the impact/severity and preserve life
- Disseminate – who do I need to contact now to assist and support (in the school and outside) e.g IMT, designated first aider(s) and emergency services?
- Casualties – How can any casualties be helped and supported?
- Hazards – What can be done to reduce the hazard/risk?
- Access – Does the site need to be placed into lock-down? Can emergency services gain entry?
- Location – If the incident occurs outside of the site, how does this impact?
- Emergency – What range of emergency or other services are needed e.g power company; gas supplier; coastguard etc?
- Type – gain a clear understanding of the type of incident and how it may escalate

The following is a check-list of key considerations for information gathering, when appropriate to do so:

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

Both these checklists should be used as a prompt in your local emergency plans and procedures.

Guidance: Assess continuing risk

During this early stage, it is imperative on a continuous cycle, risk is reassessed, and further mitigating actions are taken. Engage support of the IMT as appropriate, together with key staff.

If appropriate and possible, record what was considered, direction given and actions taken.

As a minimum consider the following in your ongoing assessment of risk:

- Is the incident over or continuing?
- Is the risk increasing, decreasing or the same as already assessed?
- Given further information does a different response need to be acted upon?
- Does further communication need to be conveyed?
- Does the lockdown procedure need to be invoked (if not already)?
- Consider actions to ensure they do not increase risks?
- Can you estimate the duration of continuing risk?
- What further support or advice is needed?

Guidance: Briefing the Incident Management Team (IMT)

Additional members may be needed when the incident involves a particular group in the school. The Head Teacher/site leader has responsibility for what happens in the school, and is therefore responsible for the actions of the support team. However, he or she may choose to delegate the leading of this team to a prearranged member of staff. The purpose of the briefing is to share information gathered about the incident and allocate responsibility for immediate and short-term tasks. A member of this team should be allocated to compile, and maintain detailed records in a time-line.

Contact appropriate agencies in all circumstances.

Ensure reference (when appropriate) is made to the press protocol in appendix B.

Guidance: Telephone communication to and from the school

When appropriate, inform LA press office, who will advise those responsible for press and media, to put them on alert for any press interest and support.

When the news of an incident reaches the community, a large number of people will want to contact the school for details. This could jam the main telephone line, making it difficult for outside calls to be made and for others to get through. A dedicated line for outgoing calls will be the SBM and Kitchen phone line (or personal mobile phones). Callers phoning the usual school line should be given a factual statement and reassurance that action is being taken to manage the situation. If further details are requested, ask the caller to leave a name and number on which they can be contacted. Be courteous but concise to keep the line free for other callers.

Parents will need to know whether to come to the scene of the incident, or whether their child will be returned to the school or home. It should be noted that if the school is in lock-down no parent/carer should attend the site.

Guidance: Informing school staff

When appropriate, provide staff with the factual details of the incident so that they can feel confident when handling questions and issues. Tell them when this information will be updated. Encourage staff

to refer enquiries to the IMT when in doubt. Ask them not to talk to the media, as this minimises the risk of mixed messages and misinformation.

Guidance: Informing students

When appropriate, advise students what has happened and allow them to ask questions. Decide whether it is better to talk to large groups, small groups or individuals. This process is often best managed in small groups, by a member of staff who is well known to the students and confident in handling their reactions. Be mindful this information may be passed to the media.

Guidance: Handling the media

Communications with the media must be handled through communications manager and LA press office. A protocol is contained in appendix B.

The Head Teacher should concentrate on the welfare of the school community and let communication officers deal with press interest, which can be intrusive.

It may be necessary to control access points to the school site, allowing parents in but not the press. We are entitled to say who can enter the school/site and who cannot. Members of the press should not enter without the Head Teacher/site leaders permission.

3.2 STAGE 2: Consolidation – Normally the hours immediately following the first hour

Continue to take immediate actions to preserve life, safeguard students and staff, together with their welfare, which may include invoking the site lock-down procedure.

Coordinate with the emergency services (if necessary) and/or notify the HSE through a RIDDOR notice (if appropriate)

Update the IMT, key members of staff, students, parents/carers (where appropriate to do so)

On a continuous cycle, reassess risk and take further mitigating actions. Engage support of the IMT as appropriate, together with key staff.

Take actions to preserve equipment, facilities and the built environment (if appropriate) but not at the detriment of human safety.

Continue to gather key information and keep records.

Further communicate with families/next of kin of those involved (if appropriate). Be mindful this information may be passed to the media.

Consider wider communications in conjunction with the LA press officer

Consider changes to the coming days/weeks curriculum/planned activities

Commence the plan for emotional support engaging with the wider resources of the LA, together with local accessible charity groups and support or counselling groups

Consider the working/learning patterns, expectation from all those involved and any changes needed or appropriate

Consider business continuity

Update governors

Guidance: IMT & Key Actions

Consider when the major or critical incident is over and communicate this accordingly. Begin to formulate a plan to get to stage 4 (restoration of normality) as appropriate but as soon as possible.

Arrange debriefings for those involved (directly or indirectly).

The nature of any debriefing sessions will depend on the incident. Any debriefing sessions may be more appropriate in distinct groups such as:

- Students
- Staff
- Casualties
- Witnesses
- Those beyond these groups

In any debriefing consider:

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

Guidance: Inform the wider community

Inform other local schools that may be affected or influenced in any way. In conjunction with the press office.

Guidance: Identify any inappropriate content of the school curriculum

Students who have recently been traumatised are especially sensitive to reminders. Children's literature, assembly stories and episodes in history all provide sources of likely triggers.

Consider these in planning the coming days/weeks, anticipate likely reactions and ensure that teachers feel able to manage them and support is provided.

Guidance: Develop a plan for handling the feelings and reactions of others

Be alert and aware to possible student/staff reactions, even among those who are not directly involved but for whom the incident triggers difficult emotions.

Both within the school cluster and through outside agencies, considerable support is available.

3.3 STAGE 3: Recovery – Normally the hours/days after the event

Conclude immediate actions to manage and mitigate risk.

Reassess risk and take further medium and longer term mitigating actions. Engage support of the IMT as appropriate, together with key staff and wider support/resources of LA.

Coordinate with the emergency services (if necessary) in relation to investigations and or evidence gathering.

Continue to meet as a IMT managing the execution of the agree actions, processes or mitigation.

Take actions to preserve equipment, facilities and the built environment (if appropriate).

Continue to gather key information and keep records.

Further communicate with families/next of kin of those involved (if appropriate). Be mindful this information may be passed to the media.

Consider wider communications in conjunction with the LA press officer

Further consider changes to the coming days/weeks curriculum/planned activities

Organise a plan for emotional support engaging with the wider resources of LA, together with local accessible charity groups and support or counselling groups

Further consider the working/learning patterns, expectation from all those involved and any changes needed or appropriate

Enact your Business Continuity Plan as appropriate (refer to the Business Continuity Policy)

Update your governors

Guidance: Longer-term action

In the aftermath of a critical incident, school will galvanise the resources of our community – teachers, governors, wider school cluster resources, parents and other agencies – to support us through the difficulties.

In some circumstances extra help to provide emotional support will be needed, debriefing and counselling, Educational Psychology Service or from external agencies (e.g. health trusts or voluntary organisations).

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In the aftermath of a major incident, especially one attracting media attention, you may be inundated with offers of help from voluntary groups and individuals. Select and manage such offers carefully to meet the best interests of students and staff. Engage your governors in this support phase.

Guidance: Emotion Support

The Head Teacher with support from the LA will lead, plan and coordinate. School staff will feel responsible for supporting the students during a period of crisis and the aftermath. However, they also have to deal with their own emotions. A new loss may evoke memories of a previous one. Grief or other reactions may return for a while.

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

It is important that staff members have support networks readily available and feel able to ask for help. Senior staff need to be aware that these reactions may occur and should seek appropriate guidance from outside agencies.

It may be helpful for staff to discuss the difficulties they may face collectively. Endeavour to maintain as normal an atmosphere as possible, therefore providing a stable environment that will help our students and staff to cope with any stress arising from their personal circumstances.

It is also important to remember that school staff are not trained counsellors. They are not expected to offer bereavement counselling. Listening and being available for comfort are the main skills required. However, if a member of staff feels unable to offer support because of their own reactions, this should be acknowledged and accepted, and another colleague should be considered for the role.

Specialist support can be provided to help a group of staff come to terms with a critical incident and to plan their responses to students, colleagues and parents.

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

For more demanding and emotive situations, specialist support is valuable. Specialist help needs careful planning and is likely to be given between one and four weeks after the incident. It is essential to get parental consent to a student's involvement.

Guidance: Business Continuity Planning

In compliance with the Business Continuity Policy, school should enact their business continuity plan (if appropriate), linking this major and critical incident policy, local procedures as a means to return to normality.

3.4 STAGE 4: Restoration of Normality – same day, following days or weeks

Conclude fully enacting your Business Continuity Plan (if needed)

Make medium and long term change to mitigate future risks

Continue to coordinate with the emergency services (if necessary) in relation to investigations and or evidence gathering.

Complete a review to identify lessons learnt and actions required.

Further consider changes to the coming days/weeks curriculum/planned activities

Organise a plan for emotional support engaging with the wider resources of LA, together with local accessible charity groups and support or counselling groups

Further consider the working/learning patterns, expectation from all those involved and any changes needed or appropriate

Update your governors

4.0 Lock-Down (full or partial) or Closure

Generally

Closure (and sending home of staff and students) will only be by immediate agreement of the headteacher (and Chair of Governors or Local Authority where appropriate).

If in any doubt of whether to enact a 'lock-down', lock down the building then engage advice and support from the local authority.

To comply with this policy, each and every site should have a local lock-down procedure.

The regular fire alarm evacuation signal should not be used to sign a partial or full lock-down.

School should have an effective 'lock-down' procedure, which is regularly rehearsed termly. Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and students. Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all students and staff.

Where the lock-down is in response to an environmental risk/threat, the ventilation systems that pull in outside air should be shut down immediately.

Partial Lockdown

Alert to staff: 'Partial stop and shelter'

In a partial lockdown staff and students should remain in the building and all doors leading outside should be locked. No one should be allowed to enter or leave the building, however teaching and

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work can continue as usual. This may be as a result of a reported incident / civil disturbance in the local community with the potential to pose a risk to staff and students. It may also be as a result of a warning being received regarding the risk of air pollution, etc.

Procedures for immediate action should include:

- All outside activity to cease immediately, students and staff return to building. There needs to be a means of communicating the alert to duty staff at break times. This will be via mega phone and message NOT SIREN. "INSIDE STOP AND SHELTER"
- All staff and students remain in building and external doors and windows locked.
- Free movement may be permitted within the building dependent upon circumstances.
- In the event of an air pollution or chemical, biological or radiological contaminants issue, air vents, fans, heating and air conditioning systems should be closed or turned off.
- Staff should await further instructions.

All situations are different. Once all staff and students are safely inside, senior staff will conduct an ongoing and dynamic risk assessment based on advice from the Emergency Services.

A 'partial lockdown' may also be a precautionary measure, but puts the school in a state of readiness (whilst retaining a degree of normality) should the situation escalate.

Emergency Services will advise as to the best course of action in respect of the prevailing threat.

Full Lockdown

Alert to staff: 'FULL STOP AND SHELTER'

This signifies an immediate threat to the school and may be an escalation of a partial lockdown. The aim of a full lockdown is for the school and its rooms to appear empty.

The signal for this will be via the tannoy in the SBM's office and Megaphone siren for the playground for a year 2 classroom. Reception and Nursery will be informed via telephone.

Procedures for immediate action should include:

- All students/staff stay in their classroom or move to the nearest classroom.
- Office staff should remain in their office or move to lockable office
- External doors locked. Classroom doors locked (where possible).
 - Windows locked, blinds drawn, internal door windows covered (where possible, so an intruder cannot see in).
 - Students/staff sit quietly out of sight and where possible in a location that would protect them from gunfire (bullets go through glass, brick, wood and metal. Consider locations behind substantial brickwork or heavy reinforced walls).
- Lights, smartboards and computer monitors turned off.
- Mobile phones turned off (or at the least turned onto silent so they cannot give away your position).

- A register to be taken of all students/staff in each classroom/office.
- Communicate register of staff/students to a pre-agreed central office.
- Staff should await further instructions.

Staff and students remain in lock down until it has been lifted by a senior member of staff/emergency services. At any point during the lockdown, the fire alarm may sound which is a cue to evacuate the building.

During the lockdown, staff will keep agreed lines of communication open but not make unnecessary calls to the national office as this could delay more important communication.

Examples of discreet communication channels might be:

- Where staff have access to an internal e-mail or messaging system, they could access their account and await further instruction. In practical terms, staff would need to be familiar with accessing their account through a variety of means eg laptop, smartphone or tablet.
- We use 'Parentmail' and will put staff into a defined user group. This could then be used to communicate instructions via text message in an emergency.

Requirements for Local Lock-Down Procedures

Procedures for immediate action should also include the following basic principles:

- A member of staff is nominated as lockdown manager (plus deputies in their absence) to initiate, manage and conclude the lockdown. They will also communicate with emergency services. Their roles and responsibilities should be documented.
- Staff are alerted to the activation of the plan by a recognised signal, audible throughout the School.
- The use of the fire alarm should be avoided to reduce the incorrect response to an incident.
 - Bring all student and staff who are outside into the building as quickly as possible.
- Those inside the school/site should remain in their classrooms or proceed directly to the nearest classroom.
- All external doors and, as necessary, windows are locked (depending on the circumstances, internal classroom doors may also need to be locked).
- Obscure windows where ever possible or hide under window / wall.
- Once in lockdown mode, staff should notify the office immediately of any students not accounted for and any additional students/staff in their classroom via the agreed communication channel. Head count to be taken instead of register if teacher cannot get onto sims.
- Staff should encourage the students to keep calm.
- As appropriate, the school/site should establish communication with the Emergency Services as soon as possible.

- The LA should be notified
- If necessary, parents should be notified as soon as it is practicable to do so via the School/site's established communications system.
- Students must not be released to parents during a lockdown.
- If it is necessary to evacuate the building, the fire alarm should sound.
- Ensure procedures are in place for members of staff who do not have a regular office or classroom.
- Ensure visitors/volunteers/peripatetic staff are included in your school/site lockdown plan.
- Establish an official lockdown termination announcement/signal so that all staff know that it is authentic.
- Specific arrangements should be made for students/staff with different needs (i.e. hearing/visual impairment or mobility needs).
- Areas in the school/site that cannot be effectively locked down should be identified and the lockdown procedures should include instructions on removing staff and students from these areas to a place of safety (i.e. toilets/outbuildings).
- Establish agreed methods of communication from staff to the lockdown manager should a dangerous intruder be located on the School/site premises.
- An overview sheet outlining the School/site's procedures will be displayed in the staffroom and other places throughout the School/site as appropriate (see Appendix A).
- If a child is not accounted for the teacher should inform the command room in any way possible.

Considerations if the Fire Alarm Sounds Whilst in Lock-down

In the event an school/site is in lockdown and the fire alarm sounds, the school/site should contact the emergency services as in a normal fire alarm activation.

Caution should be taken, as if an intruder has gained entry into the building, triggering the fire alarm may be a means to entice students and staff from secure holding rooms. Therefore, the following requirements are set out for inclusion in your local procedures and plans:

- A nominated member of staff who has a means of remote communication (e.g. a walkie talkie/mobile phone) should go to the fire alarm panel to establish what zone has been activated
- Once the zone has been identified, the alarm should be silenced and another person sent to the area to investigate.
- They will need to approach with caution as there may be a fire or an intruder may have activated the alarm

- If a fire is discovered this information should be communicated back to the person at the fire alarm panel, who should resound the alarm, update the emergency services and evacuate the school/site.

General Requirements

Due to the fast moving nature of incidents that require lockdown it is important that all staff are able to act quickly and effectively. Staff should have clear roles and responsibilities and it is of vital importance that the school/site's lockdown procedures are familiar to members of the senior management team, school/site administrators, teaching staff and non-teaching staff. Depending on their age, students should also be aware of the plan. (termly practices will increase their familiarity).

Staff's understanding should be regularly checked with regular training refreshers. A lockdown drill should be undertaken at least once a term and thoroughly debriefed to monitor the effectiveness of your arrangements. Parents too should know that school/site has a lockdown plan and that it will be regularly tested. However, it is not advisable to share the school/site's full lockdown plan.

It would also be good practice to:

1. Conduct a number of table top exercises with the senior leadership team to test the procedures against various scenarios not less than annually
2. Rehearse lockdown arrangements with all staff and students
3. Display lockdown drill information in every classroom alongside information relating to fire drills/evacuation

Guidance: Communication between parents and the School /site

Arrangements for communicating with parents in the event of a lockdown, should be routinely shared either via newsletter or the School/site website.

In the event of an actual lockdown, it is strongly advised that any incident or development is communicated to parents as soon as is practicable. It is obvious that parents will be concerned but regular communication of accurate information will help to alleviate undue anxiety.

Parents should be given enough information about what will happen so that they:

- Are reassured that the school/site understands their concern for their child's welfare, and that it is doing everything possible to ensure his/her safety.
- Do not need to contact the school/site. Calling the school/site could tie up telephone lines that are required for contacting emergency support providers.
- Do not come to the school/site. They could interfere with emergency support providers' access to the school/site and may even put themselves and others in danger.
- Wait for the school/site to contact them about when it is safe to collect their children, and where this will be from.

- Are aware of what will happen if the lockdown continues beyond school/site hours.

The 'communication with parents' section of the school/site lockdown procedure needs to reassure parents that the school/site understands their concern for their children's welfare and that everything that can possibly be done to ensure children's safety will be done. However, it may also be prudent to reinforce the message that 'the school/site is in a full lockdown situation.

During this period the switchboard and entrances will be un-manned, external doors locked and nobody is allowed in or out...'

Should parents present at the school/site during a lockdown under no circumstances should members of staff leave the building to communicate directly with them.

Guidance: Emergency Services

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The school/site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the lockdown. Emergency Services will support the decision of the Head Teacher with regarding the timing of communication to parents.

In the event of a prolonged lockdown or more severe scenario, emergency services, local authorities and voluntary sector organisations will work together to co-ordinate practical and emotional support to those affected by any emergency, also referred to as humanitarian assistance. A reception centre for friends and family could be set-up outside of the cordoned area.

4.0 Support for people After the Event

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

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

While attempting to ensure continuity and normality, staff should encourage students to talk about their feelings and be prepared to listen to them. It is often difficult for students to make sense of, and talk about, what has happened because of their limited thinking and communication skills. It is therefore helpful if familiar adults are particularly alert to the signals which show that the students are still working through what has happened.

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

Groups of students may be offered support from outside professionals who can debrief them, to help them understand their reactions and develop coping strategies. Parental permission should be sought in this instance. Staff closely associated with the students involved should be offered opportunities for debriefing and counselling. Be aware of the possible delayed reactions of those actively involved in responding to a critical incident. Staff who are co-coordinating the school's response should be supported and scheduled for relief periods.

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

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

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

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

Students and staff who were injured or distressed as a direct result of the incident will need significant support to reintegrate back into school life. Provide help to others returning to school after an absence, for example:

- Staff and students on sick leave at the time of the incident
- Anyone who missed the debriefing sessions
- Those who were not at the school on the day of the incident and who learned of events afterwards.

5.0 Implementation, Monitoring, Evaluation and Review

This policy will be regularly reviewed by the governing body.

your incident management; evacuation; lock-down and business continuity plans and procedures should be kept up to date, regularly reviewed not less than annually and tested not less than annually.

It is a requirement of this policy that the following minimum frequencies are complied with for rehearsals and tests in your school/site:

- (i) Incident Management Team review of emergency plans and procedures: Min. Yearly
- (ii) Incident Management team scenario test (room based desk exercise): Min. Yearly
- (iii) Full Lock-down physical test: Termly

- (iv) Evacuation (covered by fire evacuation procedures and tests): as defined by Fire Requirements
- (v) Business Continuity plan scenario test: Min. Yearly

Ensure incident records are kept to assist with debriefing and a system of continuous learning and improvement, as we are a learning organisation.

Appendix A: Example Display Notice

Oswald Road

Emergency Procedures Fire Alarm

In the event of the fire alarm sounding which is a continuous ring please leave the school buildings by the nearest fire escape route and assemble on the *Astroturf*.

'Shelter in Buildings' Alarm (Lock-down)

In the event of hearing partial Stop and shelter, stay indoors, in the room/classroom that you are in. If you are outside and hear the megaphone message "INSIDE STOP AND SHELTER" when this alarm is heard, make your way to the nearest classroom or hall.

If you are with children it is important to:

- remain calm
- reassure them
- remind them to follow your instructions

Useful contact numbers

Local Police

Local Hospital

Appendix B - Critical Incident – Press Protocol

Please note

This Press Protocol is in relation to managing reputational risk following a serious incident.

Introduction

The Critical Incident Press Protocol is to ensure there is a planned and appropriate response to any incident that may have a negative impact on the school's reputation. This protocol is mandatory as compliance to policy.

It is important to note that we deliver the best response to such incidents when we operate with integrity and in the spirit of school's values and ethos.

Types of Reputational Risks

The following list is not exhaustive, but seeks to illustrate the kinds of situations which can arise in the course of our work and which could lead to reputational risk. All of the situations listed would automatically require some kind of staff, managerial or local authority response, whether in respect of safeguarding, health & safety, duty of care, or otherwise.

- The sudden death of a student or member of staff
- A serious accident involving students and/or school personnel on or off the premises
- A violent act on school premises by malicious persons, either in person or by means such as arson, vandalism, etc
- A school building becoming unsafe as a result of fire, flood etc
- Inappropriate behaviour by student or staff member towards fellow student or staff member
- Anti-social behaviour by a member of the school in the vicinity of the school, or in the local community
- Allegations of abuse
- Failure by the school to comply with legislation
- Public health threats

This list does not cover every eventually that might require using this Press Protocol.

Critical Incident Press Protocol

Major & Critical Incident Policy (including lockdown)

(V0.4 21/04/2017)

Information gathering

Please gather all information relating to the incident:

- What has happened
- o Where and when the incident took place
- o Whether there is still a continuing danger
- o Subsequent action of the school
- If the incident happened off-site, what action, if any, the school has taken
- Information on those involved.
- o Name/age/year group
- o Personal circumstances/issues to be aware of
- o Relation of this person to the school (eg staff, student etc)
- o If applicable, the extent of their injuries
- Whether it has been possible to contact the family of those involved
- Have you received a press enquiry
- o Name and contact details
- o What have they asked of the school?
- To confirm facts?
- To provide a statement?

1. Contact Director of Education with the above information

Please contact the Director of Education at the Local Authority with the above information.

2. Contact Manchester City Council's Press Officer Jane Lemon 07798 947 519 / 0161 234 3179

Please contact the Local Authority Press Office with the above information. Remember to provide any details regarding press enquiries if you have received any.

- Once the Press Office has all the information they will advise you on next steps
- o Draft press statements will be provided (this will take into account seriousness of incident, will ensure the anonymity of those involved, and advise on handling).
- o Once messaging is agreed by the Headteacher/ Chair of Governors (or agreed as a group) the Communications Manager will handle all future press enquires.

3. Direct all future press enquiries to the Communications Manager

4. Next Steps/Internal Communications

When arranging debriefings for staff and students involved in the incident, the Communications Manager will:

Major & Critical Incident Policy (including lockdown)

(V0.4 21/04/2017)

- Share key facts and press statement from the school in order to standardise the response

The Communications Manager and Headteacher will work together on how to address internal communication. It will not always be appropriate to provide the same depth of information to different groups. The Communications Manager can support in the wording of all messages.

The school will need to consider:

- When, how, what information is provided to staff
 - o This will normally be ASAP
 - o Informed to avoid speaking to the Press
 - o Informed not to post details on social media - to ensure anonymity of those involved/avoid any potential legal repercussions
- When, how, what information is provided to students
- When, how, what information is provided to parents

5. Following days

Headteacher/Communications Manager/Chair of Governors/Local Authority Press Office in contact to update on the situation, and to amend the press statement as necessary.

If in doubt, please do not hesitate to contact Ellie Linton, Communications Manager.