



# Tyndale Primary School

## **Critical Incident Plan**

Tyndale Primary School is part of the Greenshaw Learning Trust.  
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales,  
company number 7633694, registered at Greenshaw Learning Trust, Grennell Road, Sutton, Surrey, SM1 3DY.

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## Application

Tyndale Primary is a school within the Greenshaw Learning Trust (the Trust) and is subject to the Health and Safety Policy and Procedures of the Greenshaw Learning Trust.

Any individual becoming aware of a potential critical incident, must follow the procedures as laid out in this Tyndale Primary School Critical Incident Plan.

This Tyndale Primary School Critical Incident Plan is subject to the Trust's Scheme of Delegation for Governance Functions. If there is any ambiguity or conflict then the Scheme of Delegation and any specific alteration or restriction to the Scheme approved by the GLT Board of Trustees takes precedence.

It is the responsibility of the Headteacher of each school within the Greenshaw Learning Trust to ensure that their school and its staff and visitors adhere to this Plan.

In implementing this Plan, Headteachers must take account of any advice given to them by the GLT Director of Estates or the GLT Head of Estates.

If there is any question or doubt about the interpretation or implementation of this Plan, the GLT Director of Estates should be consulted.

## Approval and review

- The School Critical Incident Plan will be reviewed annually by the Headteacher, or more frequently if required by the GLT Director of Estates.
- In making any changes to this School Critical Incident Plan, the Headteacher must consult the GLT Director of Estates
- The School Critical Incident Plan must be approved by the GLT Director of Estates

## Introduction

This Critical Incident Plan defines the roles and responsibilities of individuals, including the **School Emergency Management Team (SEMT)**, in the event of a critical incident, or potential critical incident.

The Plan enables the school and Trust to:

- Ensure immediate and appropriate action is taken in the event of an incident
- Enable prompt internal reporting and recording of incidents
- Have immediate access to all relevant contact details
- Maintain the welfare of pupils and staff
- Minimise disruption to the functioning of the School and Trust
- Ensure that the School and Trust responds in a consistent and effective manner in order to reduce confusion and reactivity
- Restore operability as soon as possible to the areas which are affected and maintain normality in areas of the School and Trust which are unaffected.

## Incidents and Reporting

There are many incidents which may arise during a school day and require immediate action and reporting. For example:

- A danger (loose tiles on the roof)
- A suspicious stranger on the site

Individuals should always stay calm, move away, report to a senior member of staff and Site Manager and follow the incident reporting procedure.

Should a Critical Incident be declared, the Headteacher should follow the GLT Critical Incident Communications Guidance.

## What is a Critical Incident?

An incident may be designated as critical where the result is likely to be serious disruption to the running of the school, or to have a major impact on pupils and staff or where there is likely to be significant public and/or media attention on the school.

For example:

- A serious accident to a child or adult within school or out of school
- The death of a pupil or member of staff through natural causes
- Violence or assault within school
- A school fire or explosion
- Abduction of a pupil
- An illness such as meningitis or flu pandemic in the local community
- Injury or death on a school journey or visit
- Civil disturbances outside of school

If anyone is unsure if an incident should be designated as critical they should refer to their line manager, a senior member of staff and the Site Manager.

The Trust has separate policies for managing Cyber Security and Data Breaches - available on the [GLT website](#).

## Actions

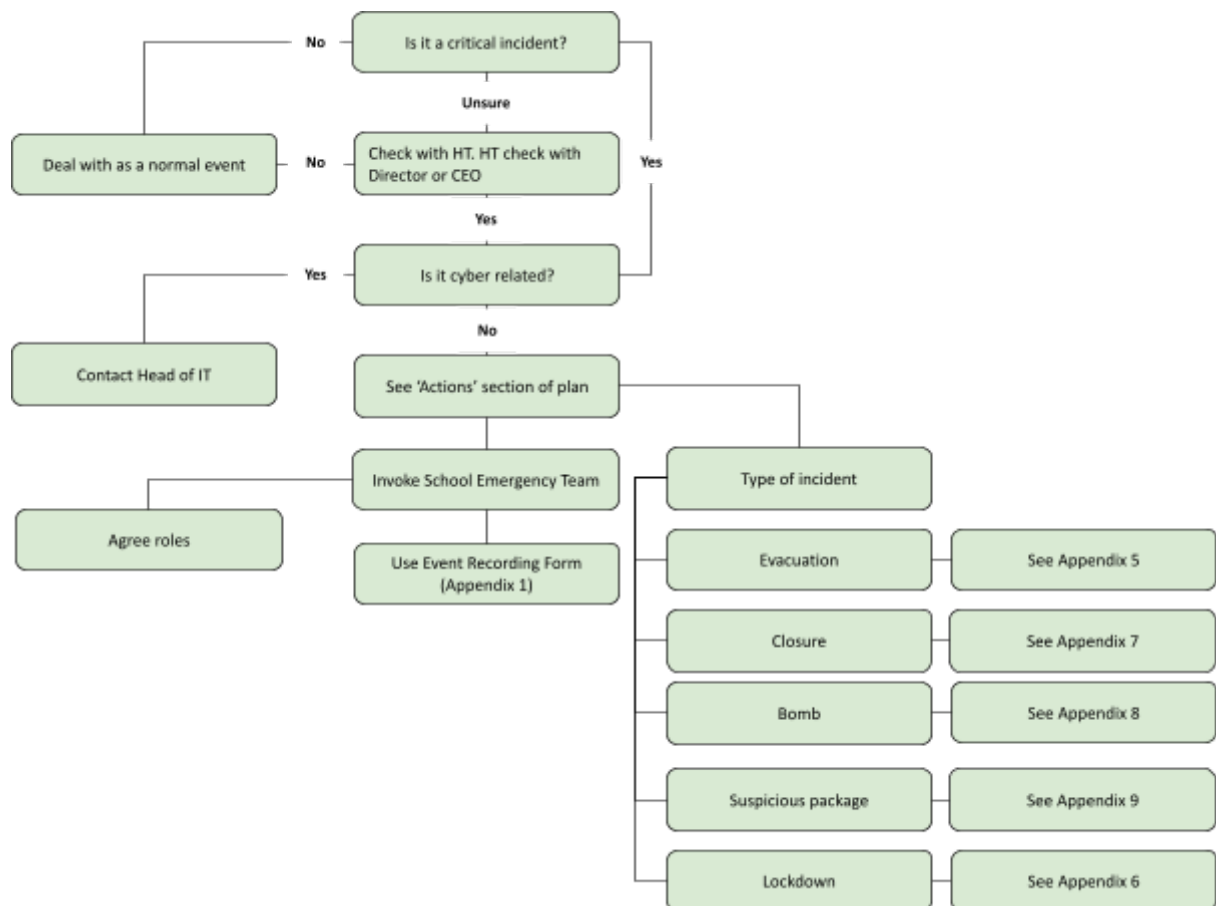
Any individual becoming aware of a potential critical incident must follow the procedures as laid out in this Critical Incident Plan. The first step is to notify the Headteacher, or in their absence the Deputy Headteacher or the Headteacher's nominated emergent contact. The Headteacher should then immediately notify their line manager and the SEMT should be mobilised if this is agreed.

The appendices of this document include specific actions to take in the following scenarios:

- Evacuation
- Lockdown
- School Closure
- Bomb Threats
- Suspicious Packages

## Process

In the event of an incident please use the below process flow as guidance:



## Operational steps

In the event of an incident, the school will undertake the following operational steps:

Action	Timescale
Headteacher to obtain all factual information and inform line manager	Within an hour
Convene SEMT	Within an hour
GLT Crisis Communication Procedures should be commenced if required - CEO to confirm	Within an hour
Contact affected families	Within an hour
Advise MAT Trustees (via Directors), Chair of GB and Local Authority Personnel	Within 2 hours
Staff Meeting to give information	Same day if possible
Inform pupils in small groups	Same day if possible
Make arrangements for informing other parents	Same day if possible
Debriefing for staff directly	Same day if possible
Debriefing for pupils directly involved	Same day if possible
Identify high risk pupils and staff following the incident	Following day
Promote discussions in class	Following days and weeks
Identify need for individual or group input	Over following days and weeks
Organise counselling	As required
Complete Post Incident Evaluation	Within 2 weeks of end of incident

## Initial Action

Immediately inform the Headteacher or their nominated emergency contact. If neither can respond (they may be involved in the incident) the most senior person present should follow the instructions below. The relevant GLT Director and CEO should be contacted as soon as it is safe to do so.

- Assess the situation and establish a basic overview of the incident
- Take immediate action to safeguard pupils, staff and visitors
- Attend to any casualties and administer first aid, if appropriate
- If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999
  - The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately
- Fetch any equipment that may prove useful (e.g., first aid kit, grab bag).
- Log all communications and actions – see appendices for logging form
- Notify school staff. Consider assembling a School Emergency Management Team (SEMT) to assist with the response
- Refer to the list of emergency contact numbers for additional support if required
- Where possible, avoid closing the school and try to maintain normal routines



## Key Contacts

### Key Contacts – GLT

Name	Job title/role	Contact
Will Smith	CEO EA: Kerry Bennett	07562 669079
Liz Easaw Izzy Ambrose	Director of Primary Education Director of Secondary Education	07562 619076 07983 613407
Keith Wilson	Director of Estates	07827 223509
Mel Flower	Head of Estates	07586 616868
Richard Hatch	Head of IT	07597 074958
Kate Rimell	Head of Strategy and Communications	07741 811593

### Key Contacts – School Emergency Management Team (SEMT)

The role of the SEMT is to review and direct the handling of a critical incident and the response and recovery process. The SEMT will be led by the Headteacher and their line manager (relevant GLT Director).

The table below outlines who in the school will take on each role (responsibilities for each role are detailed in appendix 2) - **Some people may take on multiple roles**

ROLE	SCHOOL ROLE (ie: Headteacher)	Name
Lead	Headteacher	Katie Parkhouse
Nominated Emergency Contact in lieu of Headteacher	Deputy Headteacher	Luke Crouch
Coordination	Site Manager	Tony Windsor
Business Continuity	Headteacher	Katie Parkhouse
Communications	Headteacher	Katie Parkhouse
Welfare	Headteacher	Katie Parkhouse
Log Keeping	Site Manager	Tony Windsor
Resources	Site Manager	Tony Windsor

ROLE	SCHOOL ROLE (ie: Headteacher)	Name
Educational Visits Coordinator	Deputy Headteacher	Luke Crouch
Health & Safety Lead	Headteacher	Katie Parkhouse

## Key School Information

School details	
Name of school	Tyndale Primary School
School address	Tyndale Avenue, Yate, Bristol, BS37 5EX
School operating hours (Including extended services)	8.30am - 4.30pm
Approximate number of staff	35
Approximate number of pupils	166
Age range of pupils	4 - 11
Office telephone number	01454867180
Office email address	admin@tyndaleprimary.co.uk

## Utilities

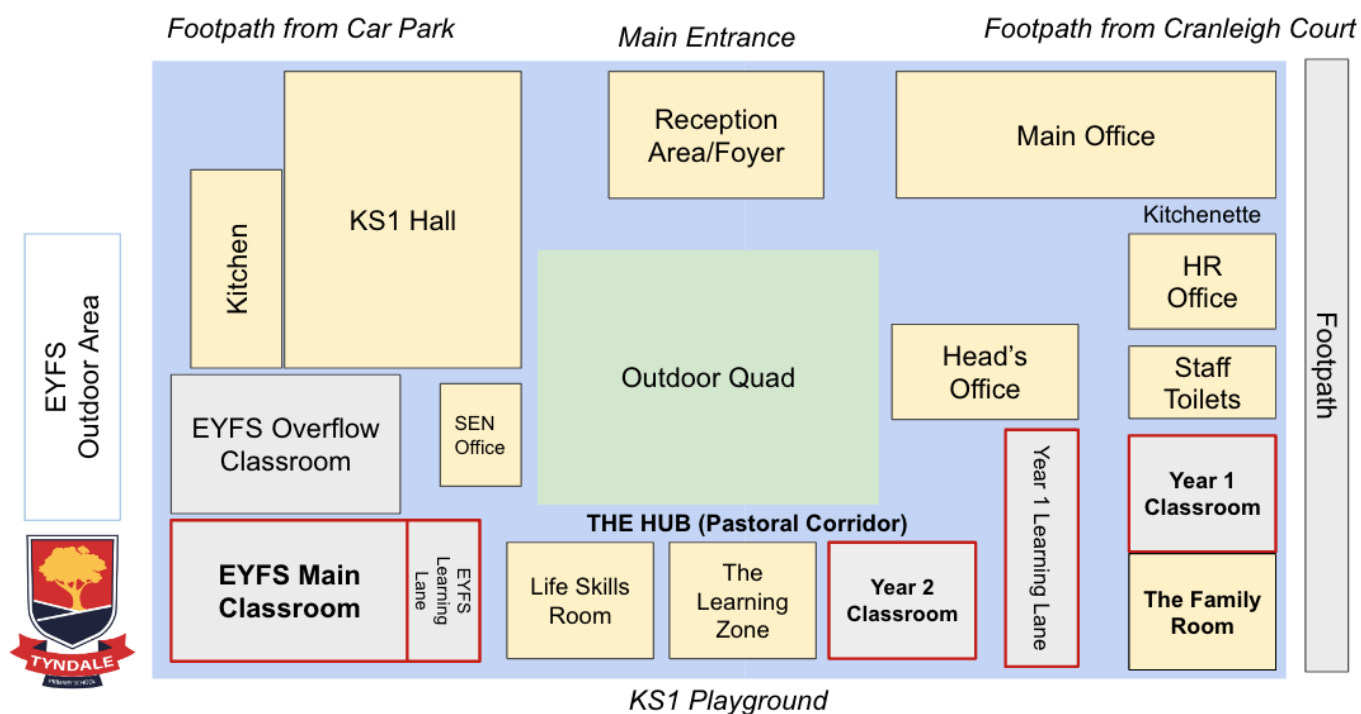
Utility supplies	Location	Notes / instructions
Gas	Outside under kitchen window	
Water	KS1 and KS2 boiler rooms	
Electricity	Sports cupboard KS2 building	
Heating	Boiler houses	

### Third Party Contact details

Organisation	Name / role of contact (If applicable)	Contact details	Alternative contact details *
Police	Emergency Services	Tel: 999 (24 hour) Tel: 101 (24-hour, non-emergency number)	
Fire & rescue service	Emergency Services	Tel: 999 (24 hour)	
Ambulance service	Emergency Services	Tel: 999 (24 hour)	
National Health Service	Emergency Services	Tel: 111 (24 hour)	
Department for Education		Tel: 0370 000 2288 (office hours, general enquiries)	
LA	South Gloucestershire	<a href="https://beta.southgloucestershire.gov.uk/contact-us/">https://beta.southgloucestershire.gov.uk/contact-us/</a>	
Safeguarding board	South Gloucestershire	01454 866000	
LA contact	Tina Wilson	01454 868508	
H&S Support	Worknest: 0345 226 8393		
Health and Safety Executive	Tel: 0845 300 9923 (office hours, incident contact centre) Tel: 0151 922 9235 (24-hour, duty officer) Tel: 0151 922 1221 (24-hour, duty press officer)		
Children's services	South Gloucestershire	01454 866000	
Risk / insurance	LBS Sutton	0208 770 5353 Mon-Fri 09:00-17:00  Insurance@sutton.gov.uk	0208 770 5000 Out of hours number
Lettings Company (if outsourced)	N/A		

## School Plan

### TYNDALE PRIMARY KEY STAGE 1 SITE MAP



## Appendix 1 - Incident Recovery Event Recording Form

These forms can be used to record all key events:

Description or reference of incident:	
Date of the incident:	
Date of the incident report:	
Date/time incident recovery commenced:	
Date recovery work was completed:	
Was full recovery achieved?	

Referral to	Contact Details	Contacted on (Date/Time)	Contacted By	Response
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<b>Recovery Tasks</b>	<b>Person Responsible</b>	<b>Completion Date</b>	<b>Comments</b>	<b>Outcome</b>


If the incident happened on an educational visit, please ask the questions below. You might already have these details but it could be useful to seek confirmation.

Name of Educational visit leader	
Nature of educational visit	
Number of pupils on educational visit	
Number of staff on educational visit	
Location of educational visit	
If the incident happened aboard, do the Foreign and Commonwealth Office need to be notified?	

## Appendix 2 - Roles and Responsibilities

This section should be used as a guide to activity that should be undertaken by each role - **Some people may take on multiple roles**

### Coordination

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

Ref'	Coordination - ongoing response	Tick / sign / time
C10	Act as the main contact for coordination of the response. Continue to liaise with the emergency services and other organisations.	
C11	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to coordinate their actions and help to resolve any complications or difficulties that arise.	
C12	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C13	Ensure that regular briefings are given to: <ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	
C14	Check that everyone who should have been notified of the incident has been informed.	
C15	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C16	Seek advice on legal and insurance issues, if appropriate.	
C17	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

Ref'	Coordination - recovery	Tick / sign / time
C18	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C19	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C20	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C21	Complete any necessary forms / paperwork.	
C22	Arrange a debrief for school staff involved in the response.	
C23	Represent the school at other debriefs which may take place (e.g., one organised by the local authority or Local Resilience Forum).	
C24	Initiate a review of the school emergency plan.	
C25	Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.	



## Business Continuity

Please refer to appendices for more information on business continuity arrangements.

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

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

Ref'	Business continuity - recovery	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	

BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	
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## Communications

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

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

Ref'	Communications - recovery	Tick / sign / time
CO10	Arrange regular briefings to pupils and parents / carers.	

CO11	Assist the 'business continuity' role in providing remote / virtual learning.	
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## Welfare

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

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

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

## Log Keeping

Please refer to appendix 9 for more information on log-keeping.

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

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

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

## Media and Public Relations

Please see the GLT Critical Incident Communication Procedures which includes approved staff and approaches in interactions with the Media.

## Resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g., asbestos, chemical stores). Consider providing personnel with a site map.	

R4	<p>Work with other staff and the emergency services to control access to the school:</p> <ul style="list-style-type: none"> <li>▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access.</li> <li>▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out.</li> <li>▪ Ensure that media access to the site is controlled.</li> </ul>	
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Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	<p>Establish safe and secure areas to assist the response. E.g.:</p> <ul style="list-style-type: none"> <li>▪ SEMT briefing room</li> <li>▪ Briefing area for parents / carers</li> <li>▪ Media briefing room.</li> </ul>	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g., provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

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

### Educational Visit Leader

Ref'	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	

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

Ref'	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for coordination of the response and work closely with the headteacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	

E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g., medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> <li>Records of expenditure</li> <li>Medical certificates / hospital admission forms</li> <li>Police incident number.</li> </ul>	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

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

## Appendix 3 – Post Incident Support

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

Ref'	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	



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

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

Ref'	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g., some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	

P28	<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> <li>▪ Closing the school on the day of the funeral as a mark of respect</li> <li>▪ A senior member of staff attending the funeral on behalf of the school</li> <li>▪ If staff and pupils can be allowed time off school to attend the funeral</li> <li>▪ Providing transport to take pupils and staff to the funeral</li> <li>▪ Providing pupils with information about what happens at funerals</li> <li>▪ Arranging floral tributes and / or donations.</li> </ul>	
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Ref'	Post incident support - remembrance	Tick / sign / time
P29	<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> <li>▪ Garden</li> <li>▪ Seating area / bench</li> <li>▪ Tree</li> <li>▪ Book of condolence</li> <li>▪ Fountain</li> <li>▪ Sculpture</li> <li>▪ Painting</li> <li>▪ Photograph</li> <li>▪ Prize (e.g., a sporting / academic trophy for older children).</li> </ul>	
P30	<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Birthdays</li> <li>▪ Christmas</li> <li>▪ Mother's Day</li> <li>▪ Father's Day</li> <li>▪ Anniversary of the event.</li> </ul>	
P31	<p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Commemorative service</li> <li>▪ Special assembly</li> <li>▪ Concert</li> <li>▪ Display</li> <li>▪ Sports event.</li> </ul>	
P32	Be aware of renewed media interest near anniversaries of the event.	

## Appendix 4 – Business Continuity

Please refer to the Information Asset Register. The Information Asset Register includes locations of data and an assessment of their security and risks to loss.

## Appendix 5 – Evacuation

Signals	
Signal for fire evacuation	Fire Alarm
Signal for bomb evacuation	Fire Alarm
Signal for all-clear	Thumbs Up from Site Manager

Assembly points - fire evacuation	
Fire evacuation assembly point A	Field
Fire evacuation assembly point B	Car Park

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	Field
Bomb evacuation assembly point B	Car Park

If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g., another Trust school or place of safety).

Pre-identified buddy school / place of safety / rest centre	
Name of premises	The Meadows
Type of premises	Elderly peoples home
Contact name and details of key holder(s)	Duty Manager 01454 336930
Address	The Meadows Tyndale ave
Directions / map	Directly opposite Tyndale School main reception
Estimated travel time (Walking, with pupils)	2-5 minutes
Estimated travel time (By coach, with pupils)	N/A
Capacity	All staff and students
Capacity (sleeping)	N/A

Facilities / resources	Toilets
Notes	N/A

## Appendix 6 – Lockdown

Signals	
Signal for lockdown	Mrs Brown is in the building
Signal for all-clear	HT verbally informs staff

Lockdown	
Rooms most suitable for lockdown	All classrooms are appropriate
Main entrance points (e.g., doors, windows) which should be secured	All external windows, doors are maglocked
Communication arrangements school to complete ie:	Mobile Phones
Notes	

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.

Ref'	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g., doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> <li>▪ Block access points (e.g., move furniture to obstruct doorways)</li> <li>▪ Sit on the floor, under tables or against a wall</li> <li>▪ Keep out of sight</li> <li>▪ Draw curtains / blinds</li> <li>▪ Turn off lights</li> <li>▪ Stay away from windows and doors.</li> </ul>	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

## Appendix 7 – School Closure

Ref'	Generic actions - initial response	Tick / sign / time
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: <ul style="list-style-type: none"> <li>▪ Partially opening the school to some pupils</li> <li>▪ Asking a buddy school for assistance</li> <li>▪ Purchasing infection control supplies (in the event of a public health incident).</li> </ul>	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g., the local authority) as appropriate.	
SC4	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform: <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Staff</li> <li>▪ Governors</li> <li>▪ Local radio stations</li> <li>▪ The local authority.</li> </ul>	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

If the school is likely to be closed for a significant period, consider the actions below.

Ref'	Generic actions - ongoing response	Tick / sign / time
SC8	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
SC9	Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period.	
SC10	Ensure the security of the school premises.	
SC11	Put in place arrangements for remote learning (please see appendix 2).	

## Appendix 8 – Bomb Threats

If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible.

Time of call	
Telephone number you were contacted on	
Exact wording of the threat	

Stay calm. Being cautious, and without provoking the caller, try to ask the questions below.

Where is the bomb right now?	
What will cause it to explode?	
When will it explode?	
Did you place the bomb? Why?	
What does it look like?	
What is your name?	
What kind of bomb is it?	
What is your telephone number?	
What is your address?	

Try dialling 1471. You may get information on where the phone call was made from.

Did dialling 1471 work?	
Time the call ended:	

Contact the Police (999) and Headteacher immediately.

Carry out further actions based on Police advice.

What gender was the caller?	
Did the caller use a code word?	
Did the caller have an accent?	



Did the caller sound familiar?		
What sort of voice did the caller have>	Normal	
	Loud	
	Quiet	
	Whispered	
	Clear	
	Disguised	
	Well spoken	
	Poorly spoken	
	Deep	
	High pitched	
	Hoarse	
	Nasal	
	Impediment	
	Stutter	
	Lisp	
Slurred		
Other		
At what pace did the caller speak?	Normal	
	Quick	
	Slow	
What manner did the caller have?	Normal	
	Calm	
	Excited	
	Laughing	
	Upset	

	Angry	
	Rational	
	Irrational	
	Irritated	
	Muddled	
	Other	
Were there any distinguishable background noises?		
Notes		

## Appendix 9 – Suspicious Packages

Postal bombs or biological / chemical packages might display any of the following signs:

- Excessive wrapping
- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address.

The likelihood of a school receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"> <li>▪ Do not touch the package further</li> <li>▪ Do not move it to another location</li> <li>▪ Do not put the package into anything (including water)</li> <li>▪ Do not put anything on top of it.</li> </ul>	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the headteacher / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

If anyone is exposed to a potentially hazardous substance, carry out the actions below.

Ref'	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
SP7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
SP8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	

SP9	Anyone experiencing symptoms of chemical exposure (e.g., streaming eyes, coughs and irritated skin) should seek medical attention urgently.	
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