

## CRITICAL INCIDENTS IN SCHOOLS

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## INTRODUCTION

Infrequently a serious crisis may affect your school. It can happen on your premises, or it may involve pupils when they are away. Possibly a disaster affecting the wider community could strike your school.

As Principals and school staff, you are used to dealing with crises. This document helps you to be fully prepared by providing:

1. Details of the support you can expect from the Authority by ringing our Crisis Line (01204 332240)
2. A model procedure and a draft School Emergency Plan for dealing with a serious crisis that you can adapt to your own school's circumstances
3. Details of post-crisis support you can draw on from the Authority to cope with trauma, loss or bereavement.

Potential crises include:

- Death of a pupil or member of staff
- Violence or assault in school
- Pupil or staff being taken hostage
- Road, sea or traffic accident involving pupils
- Involvement of pupils in a disaster in the community
- Death or injuries on school journeys or trips
- Civil disturbance in the community
- Terrorist incidents
- Destruction of the school or part of the school
- School fire or explosion
- Nearby fire or explosion
- Industrial or chemical incidents
- Health hazards
- 

In the event of something like this, there can be three crises to deal with at once:

- The problem itself
- The impact on your school as a community
- The public impact of the event, including how it is reported in local and national media
- This document is not intended to cover emergencies which your school can manage from its own resources, but those where:
- an event threatens the safety or wellbeing of children in your school, and/or

- a crisis might affect the public reputation of your school, and
- the Principal considers that the school will benefit from receiving direct support from the LA

This document complements existing LA procedures and guidance, such as those covering Educational Visits and those contained in the Health and Safety Manual (available on the website). It does not supersede those procedures, nor your existing arrangements for contacting the Police, Fire or Ambulance Services by calling 999.

A useful book which explains the ways crisis can affect schools is 'Wise Before the Event: Coping with Crisis in Schools' – William Yule and Anne Gold, Calouste 4 Gulbenkian Foundation, 1993 (£5). The book, a copy of which was sent to all schools some years ago, emphasises the need for prior planning and has many practical suggestions, some of which have been incorporated in this document.

The information pack, 'Matters of Life and Death' – Ed. Keith A. Hibbert, Newcastle upon Tyne LEA, 1997 (£30), gives useful, practical suggestions for school, class and pupil support. This is available for inspection through the Education Psychology Service in the event of an incident, along with other useful publications.

## **PREPARATION**

Being well prepared will help everyone should a critical incident occur. Each school should have its own up to date Emergency Plan (see the draft at Appendix B) and all relevant staff should be familiar with it and easily able to lay their hands upon it in an emergency. The plan should be reviewed annually or after a "debrief" following an incident, where the plan or part of the plan has been activated. Schools should, of course, practice their emergency procedures such as evacuation, and test their emergency equipment. Training in emergency procedures should be continuous and records should be kept of staff who have had both school based and external training. It is a good idea for schools to identify alternative, nearby premises where their children could be taken in the event of an incident leading to the closure, evacuation or partial evacuation of their school, until either their parents can collect them or it is safe for them to return to their own school. Schools should also consider entering into some kind of "buddy schools" arrangement, where schools pair up with a buddy establishment or safe house. This may not necessarily be the nearest neighbour, as in the event of a community problem they too may need to evacuate. However, it is not always the best idea to evacuate the school, for example if there is a fire producing a toxic plume into the atmosphere. In this case the advice from the National Steering Committee for warning and informing the public (NSCWIP) is to "Go In, Stay In, Tune In". For this reason it is advisable for schools to have a battery operated radio to listen to local radio stations who might broadcast the latest advice. Schools should also practice 'invacuation', i.e. bringing all pupils safely and quickly inside the building, at a recognised signal.

## SUMMONING ASSISTANCE

As well as contacting the Crisis Line, the relevant emergency services - Police, Fire and Ambulance - should be summoned as quickly as possible by dialling 999. A member of staff should do this, who should ensure that he/she has the following information readily available, if possible:

Nature of the incident

Emergency service(s) required

Exact location of the incident Numbers of casualties (if possible) and nature of injuries

Location and telephone number where call is being made from

Hazards which may be encountered by the emergency services at the site.

Immediately, there is no need to call for assistance from any other agency (e.g. hospital), as the emergency services will arrange this. All the telephone numbers likely to be needed throughout the incident are included at Appendix A – please complete this section.

CHILDREN'S SERVICES DEPARTMENT

SUPPORT FOR A SCHOOL IN CRISIS

IN THE EVENT OF A CRISIS WHERE YOU WANT SUPPORT FROM THE  
AUTHORITY, RING THE CRISIS LINE ON

01204 332240 OFFICE HOURS

01204 336900 OUTSIDE OFFICE HOURS

These lines should not be used for any reason other than to alert us to a crisis needing support – these are dedicated numbers which are available for one purpose only. For general enquiries, contact Children's Services department or Corporate Property Services, as appropriate (see Appendix A on page 17).

**These numbers should not be given to the press, parents or public wanting information in the course of a crisis.**

These numbers should be given to all relevant members of staff, who should keep them with them at all times, probably by entering them in their mobile telephones and/or keeping them in their wallets.

## **SUPPORT AVAILABLE**

### **EMERGENCY SERVICES**

#### **Greater Manchester Police**

In a major incident, which is defined by them according to the situation at the time, the Police take responsibility for the overall control and co-ordination of the emergency response. In these circumstances, the school and the Authority will work in co-operation with the Police and other emergency services, where necessary, under their direction.

#### **Greater Manchester Fire Service**

The Fire Service is responsible for fire-fighting and rescue and also for dealing with released chemicals.

#### **Greater Manchester Metropolitan Ambulance Service**

The Ambulance Service takes overall control of emergency medical response.

### **AUTHORITY SUPPORT**

#### **Council's Emergency Management Plan and Civil Contingencies Team**

Bolton Council's Emergency Management Plan is designed to handle any emergency incident within Bolton Council boundaries irrespective of how, where or when it happens. The role of the Civil Contingencies Team is to act as the focal point between the emergency services and Council departments. It provides local authority and other resources to support the Police, Fire Service, Ambulance and Health Services

When you ring the Crisis Line, brief details will be taken from you to ensure the most appropriate course of action. There are two levels of practical support.

#### **Level One**

Routine support required via established procedures, e.g. building damage which does not involve casualties.

#### **Level Two**

The Director of Children's Services will appoint a Crisis Manager, and if required send a School Support Team to the school, and convene a Special Crisis Team of appropriate officers, to include the Principal or nominee from the school.

The School Support Team may include a Press Officer, the school's Educational Psychologist, Educational Social Worker plus any other officers as appropriate. Their role is to liaise closely with the Principal and/or school's Senior Management Team to provide immediate on-site support by:

- Helping to handle the press
- Helping to inform and/or support parents, pupils and staff
- Providing any other practical help needed
- Maintaining close communication with the Children's Services Department

The Crisis Manager (the Director or Divisional Head) will take overall control of the handling of the Authority's support for the crisis. He/she will convene and report to the Special Crisis Team, if possible meeting at Paderborn House, immediately information is available, and as necessary, to make key decisions such as:

- Additional staff and/or resources needed at the scene
- Handling of press relations, media interviews, etc
- Ensuring adequate liaison with Emergency Services, Council Members, Governors and other Council departments as appropriate

To summarise, the Authority will respond by providing or organising any of the following as needed by the school:

- administrative back-up to support you at school
- administrative back-up from the Council's offices
- additional communications
- press and media support
- psychological advice/support
- premises and buildings support
- Human Resources support
- business continuity arrangements

# **A MODEL PROCEDURE FOR A SERIOUS INCIDENT AFFECTING YOUR SCHOOL**

## **Introduction**

The following guidance aims to raise awareness and help you prepare for the possibility of a crisis in your school. Appendix B is a draft School Emergency Plan which is for you to complete with information specific to your school. If you adopt a plan, it is vital that all staff are aware of it and of their role in an emergency, so that consideration needs to be given to ensuring this. It is also important to review and update the plan as necessary, at least annually.

## **Immediate Actions to Safeguard Pupils and Staff**

The first and most important action to take is to ensure that everyone is removed from the area of potential danger, but that no actions should be taken which will put staff or pupils into unnecessary danger. This should include some roll call to identify any person(s) who may still be within the premises. Schools are encouraged to identify an alternative building or secure area within a kilometre of the school where the children could be taken, if a place of safety were needed. This depends on the nature of the incident and the risk to the students. A two stage approach is suggested, in which alternative on site and off-site locations should be considered. This may also be dependant upon the weather conditions at the time of the incident. The responsibility for rescue rests with the Fire Service.

## **Information**

The handling of information is crucial to managing the crisis. In an emergency many organisations and agencies such as the Police, Fire, Ambulance, Local Authority, etc, may require information from you about the pupils and/or staff involved in the incident, such as information on their location and whether any persons have specific needs. The emergency services will also need to know if there are any special risks such as chemicals, pesticides or compressed gases which may affect their operations. It may be that following the incident you will be asked what you did, when you did it, and why you did it, and for this reason it is wise to keep a comprehensive log of events.

In a major emergency the public will be asking for information not only from the emergency services but also from the school involved. It is important to prepare a policy jointly between the Principal and the Governors for the release of information to parents, general enquirers and the media. The Authority's Communications Office will assist as required.

Special steps may be necessary to inform affected parents effectively and sensitively and this should be done in consultation with the Police. In view of the obvious stress of doing this, a written script/notes may be beneficial and a member of staff most knowledgeable about the families concerned should undertake the task.

## **Responsibilities and Organisation**

### *The Principal*

The Principal, or the Principal's nominee, will take charge of the incident on behalf of the school. (In all future references to the Principal, 'or his/her nominee' should be understood.)

### *Senior Management of the School*

The senior management team will assist the Principal in managing the incident. In some cases a Special Crisis Team should be set-up within school, to include for example class teacher, deputy head and home-school liaison teacher. Such teachers should be relieved from their normal duties. Eight roles are identified for the Special Crisis Team in the draft Plan, but these may be managed by less than eight individuals.

### *The Authority*

Support can be requested from the Authority, as detailed on pages 5-7, by calling the Crisis Line on 01204 332240, or 01204 336900 out of hours. Appendix A includes other useful telephone numbers.

## **Alert and Call-Out**

The person who first identifies the threat or crisis should contact the Principal immediately.

On being alerted the Principal should:

- Make an assessment
- Take any immediate safety action necessary, such as evacuation or invacuation, lockdown or containment
- Refer to the list of contact numbers in Appendix A or within the School Emergency Plan • Where necessary, contact the emergency services
- As appropriate, - alert appropriate officers the Children's Services Department for information purposes and put them on stand-by (see Appendix A), or - call out support from the Authority by ringing the Crisis Line requesting immediate assistance
- Call together the school's senior management team and form a Special Crisis Team, as required

## **KEY TASKS**

After calling out the emergency services and/or support from the Authority, key tasks for the Principal, or designated members of the Special Crisis Team, will be:

### **Immediately**



- Ensure that accurate factual information is available for those arriving at the scene. It is good practice to have plans available so that the information can be adequately assessed.
- Call together, as appropriate, the school management team and/or school Special Crisis Team, brief them and allocate responsibilities
- Ensure that extra support is provided for the telephone receptionist or switchboard, as required. Also consider what arrangement will be made in the event of the switchboard being unavailable.
- Ensure that a telephone line is available solely for outgoing calls – if necessary, arrange with the Authority to obtain additional communication equipment or support
- Liaise with the emergency services
- Inform the Chair of Governors

### **In the short term**

- Arrange, with the support of the Authority - to inform parents - to handle media inquiries
- Arrange briefings for: - staff - pupils in small groups
- As far as possible, stick to a normal routine in school, but also arrange, with the support of the Authority: - for pupils to be reunited with their families - debriefs for staff and pupils affected, as soon as possible - plans for attendance at funerals
- Arrange cover for staff removed from normal duties
- Prioritise those functions which will need to be implemented quickly, for example providing facilities for examination students, heating, lighting, catering.

### **In the long term**

- Help pupils and staff come back to school
- Promote discussion in class
- Consider appropriate memorials and anniversaries Senior Management Team or Special Crisis Team The Principal will allocate the following tasks among the Team, in co-operation, as necessary, with the emergency services and Officers of the Authority. Communications and Records
- Set up and operate incoming and outgoing phone lines, including the line reserved for outgoing calls, and , if necessary, obtain additional telephone lines or mobile phones from the Authority
- Contact parents – those whose children are involved and others who may be upset
- Maintain a record system of inquiries received and pupils' families contacted Information and Briefings
- Compile an accurate situation report of what has happened, keep it up to date and forestall rumours within the school community by circulating information as appropriate
- Carry out briefings for the staff and pupils 11 Liaison with Incoming Helpers and Visitors • Co-operate with the emergency services and with the Authority's School Support Team when they arrive at school

- Receive governors, officers from the Authority, Members and other important visitors who may come to school Press and Media Liaison
- Deal with the press and media – in particular facilitate the work of the Authority’s Communications Officer who will come to school to help, if necessary
- Identify, if necessary, a separate room for press work or media centre Psychological /Social Support
- Receive and liaise with the Authority’s Officers, who may come to school to support pupils, staff and parents if necessary – provide accommodation as required
- Be aware of relevant multi-cultural and multi-faith issues, in particular funeral customs, and other relevant arrangements The School Support Team (Children’s Services) If required, on arrival at the school the School Support Team will:
- Make an immediate assessment of what assistance they should provide • Offer support where it is needed
- Brief the Crisis Manager at Paderborn House The Crisis Manager (Children’s Services) If required, on being appointed by the Director of Children’s Services, the Crisis Manager will:
- Meet with the Special Crisis Team at Paderborn House • Go to the school affected by the crisis • Offer support to the Principal
- Direct the School Support Team
- Call for additional emergency support from other departments of the Council, as needed.

## **STAND DOWN AND RECOVERY**

When the emergency services have left the school and when the media have also gone, the school will begin to return to normal. Specific plans regarding the return to normality, with an estimate of recovery time, will be needed.

The Principal will call together the Senior Management Team or Special Crisis Team and review – probably in consultation with the Authority’s Crisis Manager – what continuing action needs to be taken.

In particular the following actions should be considered:

- Hold debriefing meetings for staff and pupils
- Identify high risk pupils and staff
- Promote discussion in class
- Identify the need for individual or group follow-up and make arrangements, as required.

It is particularly important that the Principal arrange with the Crisis Manager for personal debriefing for himself or herself and for the school’s Senior Management Team or Special Crisis Team.

## **POST CRISIS PSYCHOLOGICAL SUPPORT**

This section deals with the post crisis psychological support which may be needed in the event of a serious crisis constituting a traumatic event. Schools are used to dealing with events which are upsetting and would rarely need psychological support, unless the impact of the crisis was clearly significant. However, events over several years, including Dunblane, various bus crashes and the stabbing at a Cleveland school, have highlighted the need for professional support to help school staff deal with the psychological effects of a truly traumatic incident. Whilst such events are thankfully rare, it is felt that contingencies need to be included within the Children's Services' Emergency Plan.

### **What kind of support is available?**

The Critical Incident Support Service (CISS) has formulated a set of responses to be implemented in the event of a traumatic incident, tragedy or disaster involving members of a school community, occurring either on or off school premises, whether accidental or deliberate. The CISS comprises psychologists and counsellors. It is intended that the background of team members will be matched to the level of support required by schools.

The CISS offers the following levels of support, with the overall aim of helping the individuals affected in a way that will reduce the possibility of the development of post traumatic stress disorder:

**Level One** support would be offered when a school rings for advice about an incident. At this level there would be no face to face contacts.

**Level Two** support would be offered if, following a request for involvement from a school, it was felt that a visit was necessary to provide support to senior management and staff. Support at this level would involve discussion with senior management about how the incident might best be handled and could, for example, involve attendance at a staff meeting in order to help co-ordinate the school response to a critical incident. Some one-to-one support may also be provided for individual staff wishing to talk confidentially.

**Level Three** support would be offered if it was felt necessary to work with groups of staff or children who have been particularly affected by the incident. Team members are trained and experienced in conducting psychological debriefing which is a process designed to normalise reactions and to promote both resilience and group support.

**Level Four** support focuses on the longer term needs of staff and pupils. This may include ongoing advice to staff and parents, individual counselling or referral to other agencies where appropriate.

## **Dealing with the effects of a traumatic incident**

Reactions to loss and stress are complex. If people have witnessed or been part of a traumatic event, then the emotional and behavioural consequences following such a traumatic event are called Post Traumatic Stress Disorder (PTSD) and can be described as a reaction to a very distressing event that is "outside the range of usual human experience".

Reactions include:

- persistent re-experiencing of the event
- 'survivor' guilt
- persistent avoidance of stimuli associated with the trauma, e.g. the giving up of previous pastimes
- behavioural changes, e.g. disturbed sleep and poor concentration

If PTSD is suspected this should be raised with Children's Services' Critical Incident Support Service (CISS). Following a traumatic incident it is important, wherever possible, to keep the school open so that pupils can access support.

## **Loss and Bereavement**

Critical/traumatic incidents, as indicated above, are thankfully rare, but sad events relating to the deaths of individuals happen on a more regular basis. The information below is aimed at helping staff to be aware of what is involved in the grieving process and the behavioural signs which could indicate a child's need for help and support.

### **The Process**

***It is important to remember that grief is a process within which there are no shortcuts or time limits.***

It is possible, however, to grieve in a healthy way and to come through the process with emotional security.

The Stages of Grief 1. Shock and disbelief Numbness, detachment 2. Denial Readiness/yearning for the dead person's return 3. Awareness Guilt, pining, 'unfinished business', depression 4. Acceptance Reorganise life, rebuild relationships (Elizabeth Kubler-Ross)

Information regarding the stages of grief can suggest a linear process which does not always reflect the child's own, sometimes confused, experiences. Other models suggest that there is no 'resolution' as such and that the bereaved person has a continuing relationship with the deceased.

Children usually go through the same stages of mourning as adults once the concept of death has developed. However, it is important to note the following:

- that before the age of seven, while there is an awareness of death, there is a denial/lack of understanding of its finality
- that adults who hide their grief from children do not provide appropriate role models - the feelings of adults and their possible need for support must also be considered
- that the grieving process can be much longer for young people, although they can initially appear to cope and to have accepted the death
- that each person's feelings and reactions in relation to loss or bereavement are very individual - these are determined by their own personality variants and the circumstances in which the loss occurred.

**The most frequent reactions of children to death are:**

Fear                      Guilt                      Anger                      Confusion

**Some reactions in children that may well be observed are:**

Withdrawal              Aggression              Anger                      Nervousness

'Clinging' Behaviour (such as separation anxiety, which could include a period of school refusal)

Demanding Behaviour                      Distractibility

Adverse affect upon school work              Sleep disturbance

Aches and pains                      Depression

**The School's Response**

Staff in schools can help by being aware of the above reactions - some of the following responses will be appropriate:

- don't minimise the effect of the loss upon the child - there is a need to recognise the 'uniqueness' of the child's feelings
- listen to the child and don't attempt to stop her/his references to the dead person - talking helps the grieving process
- show that you are prepared to listen and offer reassurance
- show that you care by offering genuine support and empathy
- remember that supporting another's loss and grief can touch upon one's own losses and associated feelings - staff will need specific support from colleagues and may also need professional advice and support

## APPENDIX A

### USEFUL CONTACT NUMBERS

Please complete where marked \*

Emergency Services	999
Local Police Station	*
Authority Crisis Line	01204 332240 – office hours 01204 336900 – outside office hours
Bolton MBC 24 Hours Emergency No	Details held in school.
Bolton Civil Contingencies Team	Details held in school.
Corporate Property Services	01204 331234 – office hours 01203 336900 – outside office hours
Occupational Safety and Health Unit	01204 331210
Asset Management and Planning Unit	01204 332244
Press Office	01204 331023/1396/1015
Environmental Health	01204 336500/1
CISS (Educational Psychologists)	01204 338060
Education Social Workers	01204 338173/5
School Doctor/Community Medical Officer	*
School Nurse	01204 399001
Emergency Department of Local Hospital	*
Local Religious Groups	*
Chair of Governors	*
Tradespersons (e.g. electrician, plumber)	*
Others	*

# **BISHOP BRIDGEMAN EMERGENCY PLAN**

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ENSURE THAT EVERYONE WHO HAS A COPY OF THE EMERGENCY SCHEME IS ADVISED OF UPDATES AND AMENDMENTS DISTRIBUTION LIST



BISHOP BRIDGEMAN C.E. PRIMARY SCHOOL

EMERGENCY PLAN

RECORD OF UPDATES

Update No	Date Updated	Signature
1 Remove DHT details	24 <sup>th</sup> Feb 2015	
2		
3		
4		
5		
6		
7		
8		
9		
10		

## **INTRODUCTION**

Emergency plans may never be used, but they will be worthwhile to ensure an immediate, effective and caring response, if needed.

It is impossible to predict the exact form or effect of an emergency. These emergency plans are meant to be broadly applicable emergency arrangements rather than specific detailed arrangements.

Emergency management arrangements must be flexible.

## **INFORMATION FOR ALL TEACHING AND NON-TEACHING STAFF**

Be ready to respond to any potential hazard in and about the site.

Contact the Head Teacher and/or the School Secretary and /or the Site Supervisor in the event of any emergency, giving information about the:

- nature of the incident
- type of help required
- emergency service(s) required;
- exact location of the incident;
- number of casualties and nature of injuries.

If necessary, evacuate the building, in accordance with the Fire Evacuation Procedure which you will have in school, and which you will have practiced regularly. The Procedure is also contained within the Health and Safety Manual available on the website.

Maintain a calm atmosphere.

Respond to instructions given by members of the Special Crisis Team.

Do not speak directly to the media but refer all enquiries to the person responsible for contact with the media.

## **SPECIAL CRISIS TEAM**

Base:	Head Teacher's Office
Reserve:	School Office
Off-site reserve:	Great Lever Health Centre
Members:	Principal Deputy Principal School Business Manager Assistant Principal Site Supervisor

The Head Teacher has no specific role, to allow him to take on a more flexible role\*.

Several people are allocated to each of the eight jobs\*.

The person in charge of the Special Crisis Team will delegate responsibility for the seven tasks from the allocation list.

The person in charge will give each of the seven people a list of tasks to undertake.

All members of the team will have a complete file of information.

Laminated task sheets will be displayed in appropriate places. It is planned that all members of the team will have initial instructions about their role(s); training; and regular "reminder sessions".

## **PERSON IN CHARGE OF THE SPECIAL CRISIS TEAM – HAFSHA HAFEJI**

### **RESPONSIBILITIES:**

To co-ordinate the activities of the Special Crisis Team;

To draw up an emergency plan for the specific incident;

To delegate responsibilities and give task sheets to the chosen staff;

To provide a flexible response, based on the Emergency Procedures Document;

To keep a comprehensive incident log - pro formas kept in the Emergency Procedures file;

To consult with the Police and the person responsible for liaison with the media about the release of information to students, staff, parents, general enquiries and the media.

## **PERSON RESPONSIBLE FOR LIAISON WITH THE MEDIA – VICE PRINCIPAL**

### **RESPONSIBILITIES:**

To establish a central media point (a designated area to be determined);

To liaise with emergency services and the Council over the setting up of a Media Centre;

To liaise with, and co-operate with, the media and to answer their queries, as appropriate; To provide briefings;

To provide press statements (see separate sheet with headings);

To provide basic information about the school - refer to separate sheets in file;

To liaise between the press and those affected about press interviews - seeking permission from parents/guardians of any pupils involved in interviews;

To ensure that pupils involved in interviews have support;

To ask the interviewer the questions to be asked in advance of the interview;

To respond to directions from the person in charge of the Special Crisis Team or other personnel in control, e.g. Police, Civil Contingencies Team.

## **PERSON TO CONTACT EMERGENCY SERVICES – SCHOOL BUSINESS MANAGER**

### **RESPONSIBILITIES:**

To contact as appropriate:

Police 999

Fire 999

Ambulance 999

(Local) Station 0 (insert tel. no.)

To give the following information:

1. Your name
2. Your telephone number
3. The School's name Address: Telephone:
4. Details of the incident
  - What happened?
  - To whom?
  - Where?
  - When?
  - Numbers of those affected or injured
  - Location of those affected
  - Whether there is still a continuing danger or not
  - What happened since?
  - Which emergency services are needed?

## **PERSON TO CONTACT COUNCIL AND MEMBERS OF THE SPECIAL CRISIS TEAM – MAIN SCHOOL OFFICE**

### **RESPONSIBILITIES:**

IN THE EVENT OF A CRISIS WHERE YOU WANT SUPPORT FROM THE AUTHORITY, RING THE CRISIS LINE ON

Details keep in school.

To give the following information:

1. Your name
2. Your telephone number
3. The School's name Address: Telephone:
4. Details of the incident
  - What happened?
  - To whom?
  - Where?
  - When?
  - Numbers of those affected or injured
  - Location of those affected
  - Whether there is still a continuing danger or not
  - What happened since?
  - Which emergency services are involved?
5. Nature of assistance required – e.g. dealing with the media; transport; catering; communications; administrative support.
6. Ask the operator to advise one of the named officers from the Special Crisis Team OR (in cases of difficulty contacting via crisis line) contact the Council's Civil Contingencies Team on 01204 336993/4/5/6 or 01204 336900 out of hours.

To contact the following, as requested by the person in charge:

Designation	Name	Home Tele No.	Mobile Tele No.
Principal	Details held in school		
Vice Principal	Details held in school		

SLT Member	Details held in school		
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To contact Children's Services Department when directed by the Principal.

To respond to directions from the person in charge of the Special Crisis Team or other personnel in control, e.g. Police, Civil Contingencies Team.

## **PERSON TO OPEN APPROPRIATE BUILDINGS – SITE SUPERVISER**

### **RESPONSIBILITIES:**

To open the appropriate parts of the school

OR

To open the alternative emergency centre, agreed in liaison with Police or Civil Contingencies Team. To respond to directions from the person in charge of the Special Crisis Team or other personnel in control, i.e. Police, Civil Contingencies Team.



**PERSON RESPONSIBLE FOR CHECKING CHANNELS OF COMMUNICATIONS –  
MAIN SCHOOL OFFICE**

**RESPONSIBILITIES:** To check that all available communications and office equipment are working such as PC's for email, telephones, fax or copiers in, for example:

Principal's Office

Secretary's Office

(Other designated premises)

To be ready to give the information to the Civil Contingencies Team.

NOTE: The Civil Contingencies Team has access to communications systems if needed.

To respond to directions from the person in charge of the Crisis Team or other personnel in control, i.e. Police, Civil Contingencies Team.

## **PERSON TO CONTACT APPROPRIATE OTHERS – MAIN SCHOOL OFFICE**

### **RESPONSIBILITIES:**

To contact:

Chair of Governors: Details held in school

Vice-Chair of Governors: Details held in school

Local Councillors : Details held in school

Member of Parliament: Yasmin Kareshi (local office) Bolton Telephone: 371202 (London)

Children's Services: (Name) (direct line) Telephone: (switchboard)

NOTE: In a major emergency, the Civil Contingencies Team may already have contacted Local Councillors, Children's Services Department and MPs. Check before contacting them.

To respond to directions from the person in charge of the Special Crisis Team or other personnel in control, i.e. Police, Civil Contingencies Team.

## **PERSON RESPONSIBLE FOR IMMEDIATE ACTIONS TO SAFEGUARD PUPILS AND STAFF – LEARNING MENTOR**

### **RESPONSIBILITIES:**

To evacuate the building in accordance with the Fire Evacuation Procedure which you will have in school, and which is also contained within the Health and Safety Manual available on the website.

To liaise with the Special Crisis Team Leader and Emergency Fire Services, once the names of those present have been checked against attendance list.

The responsibility for rescue rests with the Fire Service.

To liaise with Pastoral Staff to ensure that immediate reassurance and support is given to anyone who is distressed.

To respond to directions from the person in charge of the Special Crisis Team or other personnel in control, i.e. Police, Civil Contingencies Team.

**Annexe A**

**WEEKENDS AND HOLIDAYS – PRINCIPAL**

It is a condition of any booking of School’s facilities at weekends and holidays that the person making the booking understands and takes responsibility for implementing the Emergency Procedures.

Full details are available in the Emergency Procedures file - a copy is always kept in the School Office The person making the booking will take charge of the procedures until a member of the Special Crisis Team arrives.

The person making the booking will delegate the seven tasks outlined below - by giving the person the task details from the Emergency Procedures file.

1. Person responsible for liaison with the media.
2. Someone to contact emergency services.
3. Person to contact Bolton Council and members of the Special Crisis Team.
4. Someone to open appropriate buildings.
5. Person to check communication channels.
6. Someone to contact appropriate others.
7. Someone to be responsible for the immediate safeguarding of students and staff.

Exact details are in the File.

Please sign and return the slip below to the Principal

"Please cut along dotted line

**Emergency Procedures**

I confirm that I understand the Emergency Procedures, as detailed in the File, and that I will be responsible for initially implementing the procedures.

Signed: .....

Date: .....

Possible personnel for school term time - throughout the day, twilight and evening sessions.

Responsibility	Option 1	Option 2	Option 3
In charge of the Special Crisis Team	Principal		
Liaison with the media	VP		
Contact emergency services	Principal		
Opening appropriate buildings	Site Sup		
Checking channels of communication	VP		
Contact appropriate others	VP		
Immediate safeguarding of students and staff	VP		

### **Weekends and holidays**

A condition of any booking is that the person making the booking understands and takes responsibility for implementing the procedures.

## **Annexe B**

### **BASIC INFORMATION ABOUT THE SCHOOL**

Name: Bishop Bridgeman C.E Primary School

Address: Rupert Street, Bolton, BL3 6PY

Telephone: 01204 333466

Map of surrounding area: included in file\*.

Photographs: included in file (staff, buildings etc)

Location of any potentially dangerous materials such as flammable chemicals and cleaning products, gas bottles, paint, etc.

N.B. Consider any unusual circumstances that may apply at the time of a critical incident, such as decorators' equipment and materials being on site, props being in the hall for a production, etc.

### **DETAILS OF SENIOR STAFF**

Principal .....

Vice Principal .....

Others: .....

(\* A plan of the school layout and of the area surrounding your School can be copied from your Condition Survey, supplied by Corporate Property Services)

## **Annexe C**

### **OUR SECURITY STRATEGY**

Our School is open from 8.55a.m. to 3.20p.m. every weekday.

The following measures are intended to provide for security:

(include details of:

Fire alarm system;

Intruder alarm system;

CCTV;

Security lighting;

Barriers/bollards;

Visitor signing in/out procedures;

Visitor badges.)

**Annexe D**

**DRAFT PRESS STATEMENT**

REGARDING:

Date:

Number:

Time of Issue:

INFORMATION:

Issued by:

Tel. No.:

Enquiry telephone number for relatives/friends:

More/end



**Annexe E**

**INCIDENT LOG**

Incident:

Location of incident:

Date:

Time:

The following section to be maintained as the incident progresses:

Date	Time	Event/Action Taken

Please remember to complete an Accident/Incident Report Form (form OSAHU\12a) for each individual affected, as appropriate.

## **Annexe F**

### **Educational visits**

**Please refer to Bolton's Education Visits Policy and Procedures which is contained within the Health and Safety Manual posted on the website. One copy of the Form 5 should be lodged here for the duration of any educational visit, one copy should be retained by the School Home Contact and one by the Group Leader. Form 5 is the Summary of Information about Participants, which should be completed prior to all trips.**

There is always the possibility of an incident whilst pupils are away from school and incidents involving mini-bus crashes have highlighted the need for arrangements to be in place in the event of such an incident.

Before all trips, regardless of duration, a list must be compiled of names, addresses and home telephone numbers of all staff and pupils making up the party. One copy will be retained by the senior member of staff going on the trip (the Group Leader) and another copy given to a member of staff not going on the trip (the School Home Contact). The name and telephone number of the School Home Contact will be clearly marked on the list being taken by the Group Leader.

The School Home Contact should be prepared to be continuously available for the whole duration of the trip, although a rota system could be used for extended trips. Although this is an extremely onerous task, it is considered worthwhile to allay anxieties, particularly of parents, should an incident occur or if the return is significantly delayed.

**Last Review Date:           September 2017**

**Next Review Date:         September 2018**