



Race Leys
Junior School

Critical Incident Management Plan Policy

Review Due: September 2026

Reviewed Annually



Contents	Page
Part A: Introduction	4
Part B: Definition	5
Part C: Roles	6
Part D: Off-Site Activities	6
Part E: Procedures	7-8
Part F: Intruders on School Premises	9-11
Part F: Terrorist, Firearms and Weapons Attack	12
Part F: Lockdown Procedures	13-16
Part F: Stay Safe Principle	17-18
Part F: Bomb Threat Procedures	18-20
Part G: Information	20-21
Part H: Recovery Planning	21
Part I: Additional Contacts	22



Appendices:

Ap.1	Flow Chart of Key Tasks and Actions	23
Ap.2	Process for Critical Incidents	24-34
Ap.3	Outline Telephone Script - informing parents/carers	35
Ap.3a	Telephone Calls Sent Log	36
Ap.3b	Telephone Calls Received Log	37
Ap.4	Sample Letter - informing parents/carers	38
Ap.5	Student Meetings - informing students	39
Ap.6	Emotional distress - identifying and supporting the individual student	40-41
Ap.7	Sample letter to parents /carers - arrangements for counselling students	42
Ap.8a	Emotional Distress - class management	43
Ap.8b	Emotional Distress - signs and symptoms	44
Ap.9	Information Checklist and Log Details	45
Ap.10	Incident Evaluation Form	46
Ap. 11	Bomb Evacuation Procedures	47-48
Ap. 11a	Bomb Threat Action Sheet	49-50
Ap. 11b	Suspicious Packages	51
Ap.12	Key Contacts (ONLY RESTRICTED COPY HAS PHONE NUMBERS)	52
Ap.13	Lockdown Procedures	53-54
Ap. 14	Stay Safe Firearms and Weapons Attack	55
Ap. 15	Suicide	56-62

Part A: Introduction

1. A critical incident may be defined as any unexpected occurrence which has a major impact upon the School, which is likely to cause serious disruption to the running of the School and / or which is likely to result in significant public or media attention.
2. Race Leys Junior School's Critical Incident Management Plan follows Local Authority guidelines and has been expanded upon to include detailed suggested actions/communication. The aim of this Plan is to ensure that the School is prepared to manage a critical incident effectively. It will make roles and responsibilities clear and lessen the effect of a critical incident on the students, staff and parents/carers of our school.
3. The Plan is sufficiently flexible to address a range of "unusual" events and planning includes the worst-case scenario.
4. In responding to an incident it will ensure that:
 - 4.1. rapid and appropriate action is taken;
 - 4.2. normal routines are maintained as far as possible; and
 - 4.3. immediate, sensitive and non-intrusive support is offered.
5. Restricted copies of the Plan (with staff phone numbers) will be kept:
 - 5.1. in the School Office where it is easily accessible;
 - 5.2. by all members of the Senior Leadership Team (plus a copy of the Plan to be kept at home);
 - 5.3. by the Griffin School's Trust;
6. In addition, the following quick-reference guidance sheets (included in this Plan) will be kept on the notice board in the School Office and Staff Room and may be used to respond initially to the incident:
 - 6.1. Action Plan (see Part E – Procedures)
 - 6.2. Flow Chart of Key Tasks and Actions (see Appendix 1)

These documents are colour coded to clearly identify:

Phase 1: Immediate Action - RED
Phase 2: Managed Response - BLUE
Phase 3: Restoration to Normality - GREEN
7. The Plan must be checked once a term to ensure it is up to date and that the telephone numbers in Appendix 1 are correct. Changes in Appendix 1 must be circulated promptly.



Part B: Definition:

8. A critical incident is one which arises suddenly. Critical incidents may occur in school or out of school, but both types will have a major impact on staff and children. An incident becomes a critical incident when it constitutes a serious disruption arising with little or no warning on a scale beyond the coping capacity of the School operating under normal conditions, and requiring the assistance of the Emergency Services.
9. Examples of incidents impacting on schools could include:
 - a. death or serious injury as a result of violence, accident, self-harm and/or sudden/traumatic illness
 - b. major fire or explosion / building collapse
 - c. riot and/or civil disorder
 - d. natural and/or man-made disaster
 - e. terrorism
 - f. missing person(s)/abductions
 - g. an illness such as meningitis within the School or the local community
 - h. a serious accident at school or in the immediate vicinity
 - i. assault on staff or students by parents/carers or members of the public
10. Incidents can occur:
 - a. on the School site during school hours
 - b. on school transport
 - c. whilst the students are taking part in activities away from the School site
 - d. on school premises as part of after school activities
 - e. within the local community involving students from the School
11. An incident is deemed critical when it:
 - a. constitutes a serious disruption;
 - b. is on a scale beyond the coping capacity of the School and requires assistance from Emergency Services or other external agencies.

Part C: Roles:

12. The Plan will be reviewed annually by the Deputy Head and the Hub Operations Manager.
13. The Deputy Head, responsible for safeguarding, Matthew Bevan, is the nominated Incident Manager. In their absence the Head, or the most senior member of staff on site will take the role of Incident Manager.
14. The C.E.O of Griffin School's Trust, will be informed as soon as possible in the event of a crisis to give assistance and support to the Incident Manager.
15. The Incident Manager will form an appropriate sized team selected from the Leadership Team initially, extended Leadership Team, and supplemented by Subject Leaders or Senior Administration Staff where necessary.
16. The teaching staff will have an important role to play in managing critical incidents. In times of crisis teachers must react as they feel is appropriate and there can be no easy formula for dealing with critical incidents, but by helping to ensure good communication within school, the crisis can be managed.



17. Staff will be expected to:
 - a. be aware of Critical Incident Plan and procedures;
 - b. react as appropriate and following instructions of Incident Manager to maintain calm.
18. Roles for office staff:
 - a. These will include making and/or receiving telephone calls;
 - b. keeping an incident log;
 - c. sorting and collating information;
 - d. meeting and providing school information to emergency services.
19. Caretaking:
 - a. liaising with the Incident Manager;
 - b. making site secure including locking external doors and outer gates if required;
 - c. on hand to liaise with emergency services.

Part D: Off-site Activities:

20. A Critical Incident Plan relating to off-site activities is included in the School’s Educational Visits Policy.
21. Key points are as follows:
 - 21.1. A visits file will be kept for records of all visits. Forms are to be completed by the organising teacher and approved by the Educational Visits Co-ordinator.
 - 21.2. A copy of the Critical Incident Plan (Included as Appendix F Educational Visits Policy) including Key Contact numbers, is to be taken on each visit.
 - 21.3. For every off–site activity, at least two senior members of staff will be identified as the School contact for the teacher organising the activity.
 - 21.4. Anyone designated as a ‘School Contact’ must have a full list of students and staff away on any visit, along with Key Contact numbers and significant medical information.

Part E: Procedures

(A copy of this Action Plan must be kept on the notice board of the School office and staff room.)

Action Plan (A flexible approach may be required depending upon the nature of the incident.)

Action	Time
<ul style="list-style-type: none"> • On Call and/SLT made aware of incident. • Decision made on information provided if incident is major or minor. • If incident is major On Call/SLT member of staff radios Incident Manager for support. Incident Manager contacts Head or in their absence Deputy Head, SLT staff for support (if required). • On Call/SLT goes to area of incident to assess risk-clearly the decision to attend will be made on the information available. If it is deemed unsafe to attend, the emergency services will be consulted. Wherever possible the member of staff will seek the advice of the Incident Manager/Head. • In cases such as a bomb alert advice from the police or other emergency services will be sought regarding whether or not to assess the scene. 	<p>Immediate</p>



<ul style="list-style-type: none"> • Incident assessed/ if advice is not to visit scene, advice from Police implemented, e.g. evacuation, lockdown. • Incident Manager/Head decide: <ul style="list-style-type: none"> ○ Are students safe? ○ What procedures need to be followed? • Incident Manager allocates roles. • Emergency services contacted (admin staff allocated to pre-arrange posts to meet, direct and provide site information). • Is lockdown required? • Is evacuation- full or part required? • Run/Hide/Tell needed? • In emergency situation SLT support team called and assigned roles/duties (Head's office used to coordinate situation). • Communication point established (main school office) • All radio contact channel 3. Other unnecessary radio communication 	<p>Immediate</p>
Identify two telephonists a) School phone for incoming calls b) Other phone for outgoing information / staff use	<p>Immediate</p>
Telephone emergency services	<p>Immediate</p>
Telephone C.E.O Griffin School's Trust	<p>Immediate</p>
Gather information. Member of admin assigned to complete incident log.	<p>Immediate</p>
Preserve evidence e.g. collect and retain names of witnesses	<p>Immediate</p>
Inform staff: <ul style="list-style-type: none"> • in case of fire or similar emergency follow fire evacuation procedures otherwise staff will be informed by members of incident support team. • at break or lunch, incident support team inform duty staff. Rest of staff informed by either fire alarm or by a member of incident support team 	<p>As soon as possible</p>
Inform students – appropriate information given on advice from incident support team	<p>As soon as possible</p>
Contact parents/carers. Head to consult with Griffin School's Trust and Warwickshire LEA.	<p>As soon as possible</p>
Arrangements for expressions of sympathy / acknowledgment	<p>As soon as possible</p>
Inform Health and Safety Executive	<p>Within 24 hours</p>
Complete and return appropriate HSE forms	<p>Within 48 hours</p>
Assess need for support / counselling, organise counselling	<p>Over days /weeks</p>
Organise counselling	<p>As required</p>
Complete entry in Incident Book	<p>Within 48 hours</p>
Plan and activate Recovery Programme	<p>As soon as possible</p>
Return to normal school timetable / routine	<p>As soon as possible</p>
Evaluation	<p>As soon as possible</p>

Appendix 1	Flowchart of Key Tasks and Actions
Appendix 2	Examples of Actions to be taken in response to Specific Situations
Appendices 3-3b	Telephone Script + Calls Logs
Appendices 3,4,5,7	Examples of Communication with Parents/Carers/Students
Appendices 6,8a 8b	Emotional Stress
Appendix 9	Information Checklist / Log
Appendix 10	Incident Evaluation Form
Appendix 11	Bomb Evacuation Procedures
Appendix 12	Key Contacts



Part F: Intruders on School Premises

22. Intruders on school premises may pose threats to staff and students. These threats may take the form of:

22.1. theft of equipment and/or personal belongings of either staff or students;

22.2. vandalism of equipment and/or premises;

22.3. violent students threatening either fellow students and/or staff;

22.4. violent parents/carers threatening either students and/or staff;

22.5. unknown intruder threatening either students and/or staff.

23. Visitors

23.1. All visitors are required to enter via the School reception and sign in. They are given an identification badge which must be worn whilst on the premises. Visitors should be escorted to their destination; frequent visitors who have appropriate DBS checks, may go unassisted to their destination.

23.2. Any member of staff who encounters a visitor, who is not wearing a badge, should use their professional judgement to issue a polite challenge. "Can I help you?" or "Are you lost?" will cover most situations. If any member of staff or student feels uneasy about the presence or behaviour of any visitor they should report their concerns immediately, either directly or via the School Office to the Premises Manager.

24. If there is any question of immediate risk to staff, students or others or damage to property, a 999 call should be made.

25. An Incident Report Form should be completed by the Caretaker/ Office Manager (see Appendix 9 Information Collection Checklist and Log Details).

26. Guidance for dealing with Intruders

Any serious concerns or threats should follow the procedures below.

26.1. Assess the Risk

Try to categorise the intruder and the degree and type of threat posed.

26.1.1. Intruders could be:

a. walk in opportunist thieves;

b. former students;

c. parents/carers;

d. non-custodial parent seeking access to children or seeking to remove children from school;

e. armed;

f. unknown quantity.

g. Any knowledge of the intruder, their motivation or background, will be of help for the School and possibly the emergency services should they become involved

NB. Look out for people who are not members of staff but appear to have authority to be there. Wearing a suit, carrying a clipboard or wearing overalls are all good cover for a sneak thief.

26.2. Challenging the Intruder

- a. Do not stand too close or invade personal space. This could trigger violent confrontation.
- b. Avoid an aggressive stance such as finger wagging or folded arms.
- c. Be polite. Stay calm; speak gently, slowly and clearly.
- d. Explain your authority to challenge them if it is questioned.
- e. If possible tell another person when going to speak to possible intruders.
- f. Avoid arguments.
- g. Never place your hand on a potentially aggressive intruder.
- h. Do not turn you back, and if you leave the room, do so backwards.
- i. Try to leave yourself an escape route which you have planned on entry to the area.
- j. Be on the look-out for weapons.
- k. If there is more than one intruder, do not confront them on your own, seek support first or enlist the help of the police.
- l. If you do not feel sufficiently confident to challenge an intruder, do not do it. Seek help; no-one will think the less of you.

26.3. Contacting the Emergency Services

Nobody should attempt, or feel that they are expected, to “have a go” if there is any question of their being at risk of injury as a result. If there is a risk of equipment being stolen it is better to lose such equipment rather than risk a violent incident. Similarly, if there is a risk of assault, an intruder could claim you used unreasonable or unjustified force on them.

26.4. Contacting Emergency Services should always be used in the following circumstances:

- a. if there is any danger to life;
- b. actual or expected threat of violence;
- c. threat of damage to property;
- d. a crime is in progress;
- e. a further crime may occur;
- f. there is any other incident which in your judgement requires an immediate response.

26.5. Emergency Communication

26.5.1. Circumstances will dictate the action to be taken. Normally the Head, Incident Manager or SLT will have to take the responsibility of making a judgement as to the right course of action. However all staff must be prepared to take this responsibility. If there is a physical threat to staff or students always call the police using 999.

26.5.2. In order to reach a decision on how to deal with an intruder, you may need to contact another member of staff quickly without the intruder knowing your intention. Wherever possible use the On Call System to get the help of a senior member of staff. You may also need a way of summoning help, such as calling the police. This may be by quietly and carefully asking a student to fetch assistance without alerting or alarming the intruder.

26.6. During the Intrusion Incident

26.6.1. Avoid direct confrontation until the police arrive. Where staff or students are not in



immediate danger from an intruder, try to keep track of their movements and inform the police of their whereabouts when they arrive.

26.6.2. In the case of attempted abduction or direct physical threat to a student, you will be required to make an immediate judgement. Consider:

- a. will the victim be in greater danger or lesser danger if the intruder is confronted?
- b. is it possible to speak to and reason with the intruder?
- c. is the intruder known to you and the student?
- d. do you have any knowledge of the victim or intruder that may assist your judgement

26.6.3. It is not reasonable to suggest that the Head or other staff can do more than follow their own assessment of the situation and act accordingly. The only principles which must be followed are to **take the course of action which you believe presents the least risk to the students and to school staff**, and summon the police as soon as possible.

26.7. After the Intrusion Incident

26.7.1. Any violent incident involving an intruder that takes place in a school must be recorded and reported to the police.

26.7.2. It is possible that staff or students may be traumatised by intruder incidents, even if they do not display immediate signs of trauma or disturbance. It may be appropriate to arrange counselling with the School Counselling Service “Employee Assistance” 08000 856 148. There may also be an ongoing need for psychological support and guidance to help the School community come to terms with the incident. See Appendices 7, 8, 9, and 10

26.7.3. If the intruder has left the premises and may pose a threat to other schools, contact should be made with the local schools in the vicinity via the local authorities emergency telephone cascade systems.

26.7.4. The Head will brief the C.E.O Griffin School’s Trust about the incident, particularly if there is any media interest. No other member of staff or governor should speak to the press or broadcast media without first consulting the Head.

26.8. Trespass, Nuisance or Disturbance on School Premises

26.8.1. Although trespass is not a criminal offence, a Head may order any unwelcome or unauthorised visitors off the School premises. This right is extended by Section 547 of the Education Act 1996. Section 547 makes it a criminal offence if a person present on educational premises without lawful authority causes or permits nuisance or disturbance to the annoyance of persons who lawfully use those premises. It applies whether or not the lawful users are present at the time and to all school buildings, playgrounds, playing fields and other areas for outdoor recreation.

26.8.2. The penalty for a person convicted of the offence is a fine of up to £500.



26.9. Exercise of Section 547 & Police Involvement

26.9.1. The Head can ask unauthorised persons to leave, but only a Police Officer can remove a person from the School premises provided they have reasonable cause to suspect that the person is committing or has committed an offence under Section 547.

26.9.2. On no account should staff attempt to remove physically from the premises a person who may be committing an offence. If a person will not comply with an instruction to leave the premises, or if in the view of the authorised person an instruction or confrontation might inflame the situation and put them or others at risk, then police assistance should be summoned by dialling 999.

26.9.3. If there is prior knowledge of the likelihood of trouble on educational premises, the police should be contacted in advance using the above telephone number.

Part F: Terrorist Firearms and Weapons Attack

27. Rationale, Aims, Implementation

27.1 Rationale

Race Leys Junior School is implementing this policy to ensure that in the event that students and staff are faced with hazards in the School grounds or outside the School, students and staff may be contained within buildings for their own safety. This will usually occur if there is a dangerous intruder on school grounds, but may also occur in the event of a hazardous situation such as a chemical spill or fire, which makes it dangerous for students, staff and visitors to be outside of the School perimeter.

This part of the policy applies to employees, volunteers, parents/carers/students, and people visiting the School site. It covers the procedures staff should take if and when the School is required to go on lockdown.

27.2 Aims

- To provide a safe and secure environment for our students, staff and visitors.
- To establish protocols and procedures that effectively monitor and manage a potentially dangerous situation.

27.3 Implementation

All staff and visitors

It is of vital importance that the School's lockdown procedures are familiar to members of the Senior Leadership Team, teaching staff, non-teaching staff and visitors. To achieve this, a lockdown drill will be undertaken at least once a year. Depending on their age, students should also be aware of the plan. Regular practices will increase their familiarity of what action they need to take and when.

For parents/carers

Parents/carers too should know that the School has a lockdown policy, and a copy should be placed on the School's website.



If lockdown occurs, parents/carers will be notified as soon as practical to do so. However, parents/carers are requested not to come to school, as **students will not be released to parents/carers during lockdown**. Parents/carers are also asked not to call the School, as this may tie up emergency lines that must remain open. Parents/carers should not expect their child to call them, or should they call student mobiles, as the lockdown situation requires silence in order not to alert an intruder to the presence of students and staff in classrooms.

Emergency services will support the decision of the Head regarding the timing of communication to parents/carers. **Please be assured in the event of a lockdown that the School's overriding consideration is the safety and well-being of students and school personnel.**

Part F: Lockdown Procedures (Please also see actual process)

Phase 1 of lock down:

1. **Signal when a low risk is posed:** A clear, distinct signal (three short rings of the bell) this is used to alert the entire school. Lessons and learning continue as normal but if learning is taking place outdoors, then children should be brought inside immediately and return to their classroom. Can they hear the bell outside?

3 rings of the bell will then alarm to mark the end of lock down

2. **Signal when a moderate risk is posed: 4 short rings of the bell to identify to staff that a level 2 lockdown is being implemented.**

Immediate Action (Staff and Students):

- **Students:** Immediately stop what they are doing. If you are outside the classroom (e.g., in the hallway or bathroom), go to the nearest classroom.
- **Staff (Teachers):** Immediately direct all students into the classroom.
- **Learning continues calmly at desks.**

4 rings of the bell will then alarm to mark the end of lock down

- 3: **Signal when a high risk is posed: 5 short rings of the bell of the bell to identify to staff that a level 3 lockdown is being implemented.**

Phase 2:

Police informed; HQ informed; infant school informed - this is all done by the office manager

The teacher and students must follow these steps immediately and silently:

HoS & DH collect radios from the office and check all toilets
Office manager remains in office unless unsafe to do so, ensure that nobody is let onto the school site unless this is the emergency services. Remain calm.

1. **Teacher to move table or item in front of door**
2. **Cover the Door Window:** If there is a window in the door, the teacher covers quickly cover it (e.g., with pre-cut paper, curtain, or blinds).
3. **Turn Off Lights:** The teacher turns off all classroom lights.
4. **Silence Devices:** The teacher silences or turns off any electronic devices that could make noise (phones, computers, smart boards).
5. **Move to Cover:** All students and staff move to a designated area in the room where they **cannot be seen from the door or windows**. This is usually under tables.



6. **Sit Down and Be Silent:** Everyone sits on the floor and remains completely silent.
7. **Teacher to take silent register (if child is missing alert Admin by sending an email, in the subject heading state which child and from what year group. Admin will then inform Hos/DH/Emergencies services**
 - o NO talking, whispering
 - o NO looking out the windows.
 - o **Stay down** until the "All Clear" signal is given.

5 rings of the bell will then alarm to mark the end of lock down

Phase 3: Debrief – HoS or DH will meet with SLT who then intern will meet with phases to debrief.

Only lockdown 3 is when we will send out a short comms to families, this will be shared via seesaw/Arbor. The HoS or DH will share this with the office manager.

Office manager to inform HQ, and infant school that we are no longer in lockdown.

If parents/visitors are on site

Lockdown Level	Situation	Action for Parents/Visitors	Key Actions
Lockdown 1	Parents on site (Drop-off/Collection), or in a meeting.	Dropoff/Collection: Wait until safe to release classes. Must be swift for drop-off, parents asked to leave site.	Children brought in swiftly, parents asked to leave, others remain in the office if in meeting.
Lockdown 2	Parents/Professionals on site.	Held in the office area. If larger groups, they are moved to the hall.	Movement to a secure area (Office/Hall).
Lockdown 3	Visitors/Parents on site.	Moved into the hall. Doors are locked.	Moved to the hall, SLT member remains with them, and the police are informed.

Local Authority:

- The Local Authority should be notified via the '24 Hour Emergency Contact Number' (call **02476 832 673**);
- Give the Operator the following information:
 - o Say that you need to get in contact with the CSW Duty Emergency Planning Officer
 - o Your name and position within the School.
 - o The name of the School.

- Your contact number.
- A brief summary of the situation.
- The Operator will contact the CSW Duty Officer who will then call you on the contact details provided and discuss what support is needed.

Communication between parents/carers and the School:

- In the event of an actual lockdown, this will be communicated to parents/carers as soon as is practicable. It is obvious that parents/carers will be concerned but regular communication of accurate information will help to alleviate undue anxiety.
- Parents/carers should be given enough information about what will happen so that they:
 - Are reassured that the School 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. Calling the School could tie up telephone lines that are needed for contacting emergency providers.
 - Do not come to the School. They could interfere with emergency service's access to the School and may even put themselves and others in danger.
- Wait for the School to contact them about when it is safe for them to come get your children, and where this will be from.
- The communication will be to reassure parents/carers that the School understands their concern for their children's welfare and that everything that can possibly be done to ensure the children's safety will be done. However, it may also be prudent to reinforce the message that the School is in a full lockdown situation. During this period the switchboard and entrances will be un-manned, external doors locked and nobody allowed in or out.

Training

- Staff will be informed about Lockdown Policy - Staff will receive a copy of the map of the School – with access points and alternative exits from the School highlighted.
- Staff training on the run, hide and tell practice will be offered (Appendix 14).
- Students will be informed about lockdown procedure.
- Information to parents/carers will be provided by the school app that we have a lockdown policy.
- A number of table top exercises will be conducted with the senior management team to test the procedures against a variety of scenarios.

Responsibility to review document

- The policy is reviewed once a year by the Deputy Head overseeing Safeguarding along with the Hub Operations Manager.

38. Record Keeping & Warning Letters

The Head should ensure that a detailed record is kept of any incidents. (Appendix 9 and Appendix 10).

In more serious cases or with persistent offenders, legal advice may be sought through the school's solicitors.

Part F: Bomb Threat Procedures

30. Bomb Threat over the Phone

When you receive a call:

- Use the Bomb Threat proforma at Appendix 11a to record details. (This should be held readily available at call handling locations, such as switchboard or administration office);
- Attract a colleagues' attention using a pre-arranged signal;
- Record the number from the caller display (if no number appears use the 1471 facility);
- Colleague informs Incident Manager and Head;
- Listen carefully to what the caller says noting as much detail you are able;
- Record the call. Note the caller's number if you have caller display;
- Remain calm. Avoid displaying emotion and avoid inciting anger or frustration;
- Try to obtain as much information as possible from the call;
- Ask 'open' questions neutrally without suggesting an answer.

Once you have established as much essential information as is forthcoming (e.g. where, when, how and why), try to keep the caller talking – for example by asking the caller to repeat information so that you can be sure you have understood it.

If the caller display facility and 1471 is unsuccessful, keep the telephone line open after the caller has hung up. This may allow the source of the call to be traced.

There could be a possibility that that the bomb threat is a pre-recorded message. If it is still when able follow the guidance above and do your best to record as much information you can using the Bomb Threat proforma at Appendix 11a.

After the call:

- Immediately inform the Incident Manager if not already done, who is responsible for deciding the appropriate response (e.g. whether to initiate a search or evacuate);
- Continue to fill in the Bomb Threat proforma at Appendix 11a;
- Incident Manager notifies the police;
- If you cannot get hold of anyone and even if you think the call is a hoax, inform the police directly;
- Provide the Police with any details they request;

31. Suspicious Package in and Around the School Grounds

What is a 'Suspicious Package'? It is possible to make an appraisal of a suspicious package and thereby decide whether any further action is needed. The following acronym is an effective means of evaluation:

- **H** – Hidden (is the package hidden or does it appear to be simply left behind as lost property?)
- **O** – Obviously suspicious (is it clearly suspicious e.g. batteries, wire, tape etc. visible? See Appendix 1.)
- **T** – Typical (whether or not it is typical of the environment in which it is found (e.g. a suspicious car on site or a shopping bag left in a library)
- **T** - Threat (whether there has been a specific threat to the location or to the School).

32 Action to be taken

Suspicious packages may be received in the post as mail. Suspect packages and letters may be explosive or incendiary devices or contaminated with chemical, biological or radioactive (CBR) material. If you receive a suspicious delivery, it is unlikely you will know which type it is, so procedures have to take into account all eventualities. Devices can come in a variety of shapes and sizes and may look innocuous, but there may be 'tell-tale' signs. These are listed in Appendix 11b.

Staff should:

- Open post with letter openers or other implements;
- Open packages with the minimum movement;
- Not blow into envelopes or shake out the contents;
- Keep their hands away from their noses and mouths while opening mail;
- Always wash their hands after opening mail.
- Ensure post-opening areas can be promptly evacuated. Train and rehearse evacuation procedures;
- Prepare signs for display in the event of a suspect or actual attack.

Packages suspected of containing chemical, biological, or radioactive material should ideally be placed in a double sealed bag.

33. Evacuation Guidance

Evacuation will not always be the first response. Advice should be sought from the Police where possible. Limited evacuation of sections of the building may be appropriate where suspicious packages are found. The decision to evacuate will be made by the Incident Manager on consultation with the Head. It may also be necessary to only evacuate certain parts of the building. **If this is the case, students will be escorted to a safe area- This will normally be the side field.**

Evacuation may need to take place in response to:

- A threat call directly to the building;
- A threat call received elsewhere and notified to you by the police;
- The discovery of a suspicious item in the building;
- The discovery of a suspicious item or vehicle outside your building;
- The discovery of a suspicious item elsewhere, notified to you by the police or neighbours.

34. Evacuation

In the case of the need to fully evacuate the building, the bomb alert process will be used. If there is a need to avoid some areas of the building or exits, senior staff will organise this after a risk assessment of the scene (see process). If there is a full evacuation, this will be organised by senior staff. Assembly will be on the side field.

35. Welfare and Post Incident Support

Any incident, whether a hoax or not, may have a significant psychological impact on individuals involved. Staff should make senior management aware of any anxieties they or students may feel following an incident. It may be appropriate for a referral to be made to Occupational Health or Educational Psychology Services for further support.

Part G: Information

36. School Details

- a. An up-to-date list of emergency contacts for students and staff is to be available in the School Office.
- b. School visits must conform to the guidance set out in the School's "Educational Visits Policy".
- c. Premises site plans giving details of hazardous substance storage locations, gas, electric and water control points are to be available in the School Offices.

37. Communication Externally with Parents/carers

During an incident involving a bomb threat or a suspicious package, it is important to maintain communication with external agencies such as the emergency services and the Local Authority, as well as parents/carers.

37.1 Emergency Services:

- As appropriate, the School should establish communication with the Emergency Services (call **999**) as soon as possible.
- 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. Emergency Services will support the decision of the Head regarding the timing of communication to parents/carers.

37.2 Local Authority:

- The Local Authority should be notified via the '24 Hour Emergency Contact Number' (call **02476 832 673**);
- Give the Operator the following information:
 - Say that you need to get in contact with the CSW Duty Emergency Planning Officer
 - Your name and position within the School.
 - The name of the School.
 - Your contact number.
 - A brief summary of the situation.
 - The Operator will contact the CSW Duty Officer who will then call you on the contact details provided and discuss what support is needed.

37.3 Communication between parents/carers and the School:

- In the event of a bomb threat or suspicious package, it is strongly advised that any incident or development is communicated to parents/carers as soon as is practicable. It is obvious that parents/carers will be concerned, but regular communication of accurate information will help to alleviate undue anxiety.
- Parents/carers should be given enough information about what will happen so that they:
 - Are reassured that the School 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. Calling the School could tie up telephone lines that are needed for contacting emergency providers.
 - Do not come to the School. They could interfere with emergency provider's access to the School and may even put themselves and others in danger.
 - Wait for the School to contact them about when it is safe for them to come get their children, and where this will be from.

38. Media

- a. The Executive Head and Head of School will seek advice from the Communications Unit: 9.00am – 5.15 pm 020 8698 7043
- b. Staff and students are not to discuss any incident with 'the media'.
- c. Journalists / media groups are to be politely requested to move away from school premises and contact the Communications Unit unless the Incident Manager / C.E.O Griffin School's Trust is briefed on a prepared statement.

Part H: Recovery Planning

39. Once an incident has been addressed, the School may need to plan and activate a recovery programme.

40. A recovery team needs to be set up to consider:
- Ways of communicating to staff, parents/carers and students.
 - Formal and informal recognition and rituals.
 - Support for staff and students, which may include therapeutic help.
 - Support for the Incident Manager and Recovery Team.
 - Curriculum implications.
 - Building issues.
 - Policies and procedure implications

41. An impact assessment will be carried out to assess casualties, building damage, etc, and a recovery plan will be drawn up.

See: Appendices 5-1

Part I: Additional Contacts: National Organisations

CRUSE – Bereavement Care

Phone: 0844 477 9400 (national rate)

Website: www.crusebereavementcare.org.uk

A telephone counselling service for those who are bereaved and those who care for bereaved people. It can offer referrals to local Cruse branches and other bereavement and counselling services throughout the UK.

The Compassionate Friends

Phone: 0845 123 2304 (national rates)

Support for bereaved parents/carers who have lost a child of any age from any circumstances.

Winston's Wish Family Line

Phone: 0845 2030 405 (local rates)

Website: www.winstonwish.org.uk

Information and guidance for families of bereaved children. Can provide contact details for local groups which support bereaved children.

Child Bereavement Trust

Phone: /www.childbereavement.org.uk/ 01494 568900 (local rates)

Information line for parents/carers who have been bereaved.

The Samaritans

Phone: 0845 790 9090 (local rates)

Website: www.samaritans.org

Confidential emotional support for anyone in a crisis

Survivors of Bereavement by Suicide

Phone: 01482 610728 (national rate)

Can provide details of local self-help groups for those bereaved by suicide.

Childline

Phone: 0800 1111 (free phone)

National help line for children



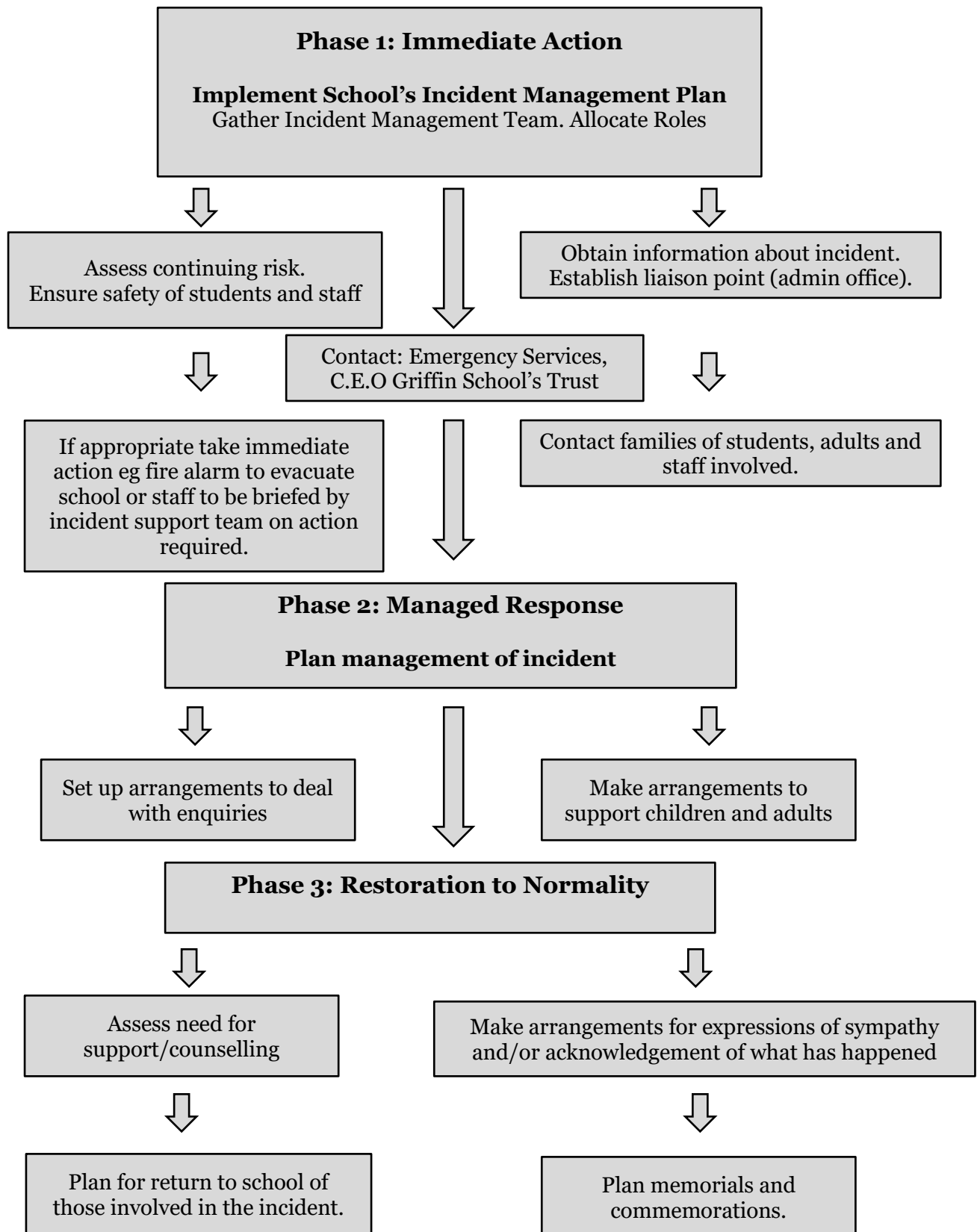
British Red Cross National Office
Advice on memorials and donations
9 Grosvenor Crescent,
London
SW1X 7EJ
Tel. 020 7235 5454



Flow Chart of Key Tasks and Actions

Appendix 1

(A copy must be kept on the notice board in the School Office and in the Staff Room)





Processes for Critical Incidents

Appendix 2

Example 1 - Death of a Student or Member of Staff

ACTION	YES/NO	WHO	TIME	COMMENT/REMARKS (Include names of persons contacted)
1. Make safe the hazard (if possible) so that others are not harmed or in danger				
2. Preserve evidence of cause of incident				
3. Contact parents/carers/next of kin				
4. Inform staff / students at appropriate time				
5. Arrange counselling				
6. Inform Health and Safety Manager				
7. Inform Health and Safety Executive				
8. Complete Form 2508 (RIDDOR) and send to Health and Safety Executive within 10 days, and copy to Health and Safety Manager				



Example 2 - Serious Accidents or Illness

ACTION	YES/NO	WHO	TIME	COMMENT/REMARKS (Include names of persons contacted)
1. If a parent is unavailable to meet the student at hospital, the accompanying member of staff should act “in loco parentis”, including giving permission for treatment – subject, of course, to any known parental wishes, e.g. Jehovah’s Witness.				
2. Complete entry in Accident Book (legal requirement for staff accidents)				
3. Inform Health and Safety Manager				
4. Inform Health and Safety Executive				
5. Complete Form 2508 (RIDDOR) or Form 2508A (notifiable disease) and send to Health and safety Executive within 10 days, and copy to Health and Safety Manager				



Example 3 – Emergency School Closure

ACTION	YES/NO	WHO	TIME	COMMENT/REMARKS (Include names of persons contacted)
1. Ensure adults are available at home or they can collect the student. If not, then the student should remain at school or in a supervised safe place.				
2. Give written reasons for closure to parents / carers as soon as possible. (Appendix 4) Inform WCC school closure line.				
3. Plan for reopening school and communicating with parents / carers.				



Example 4 - Assault on Staff / Students by Members of the Public

ACTION	YES/NO	WHO	TIME	COMMENT/REMARKS (Include names of persons contacted)
1. Ensure adults are available at home or they can collect the student. If not, then the student should remain at school or in a supervised safe place.				
2. Give written reasons for closure to parents / carers as soon as possible. (Appendix 4)				
3. Plan for reopening school and communicating with parents / carers.				

**Bomb Alert- Telephone Threat****Receiving Call**

ACTION	YES/NO	WHO	TIME	COMMENT/REMARKS (Include names of persons contacted)
1.Call received by school				
2.Colleague informed immediately using pre-arranged signal (alarm button)				
3.Colleague informs Head/Incident Manager				

After the call

ACTION	YES/NO	WHO	TIME	COMMENT/REMARKS (Include names of persons contacted)
1.Police contacted				
2. What information did the caller give?				
3.SLT alerted via admin staff and report to Head's office (no radio or mobile phone use)				
5.Police contacted				
6. What actions are required? Full evacuation Part evacuation				
7.Evacuation alarm sounded				
8.Bomb threat pro-forma completed by person receiving call				
9.SLT response team contacted				
10.Gates opened to allow access by emergency services				
11.Post staff deployed to meet/direct emergency services				
12.Student gather in fire drill positions on the field				
13.Registers taken/all students and staff accounted for				



Suspicious Package

ACTION	YES/NO	WHO	TIME	COMMENT/REMARKS (Include names of persons contacted)
1.Senior member of staff alerted				
2.Head and Incident Manager contacted via telephone or admin staff (mobile phones/radio's not to be used)				
3.Caretakers informed				
4.Situation risk assessed				
5.Police contacted				
6. What actions are required? Full evacuation Part evacuation				
7.Evacuation alarm sounded				
8.Bomb threat pro-forma completed by person receiving call				
9.SLT response team contacted				
10.Gates opened to allow access by emergency services				
11.Post staff deployed to meet/direct emergency services				
12.Student gather in fire drill positions on the field				
13.Registers taken/all students and staff accounted for				



Intruder

ACTION	YES/NO	WHO	TIME	COMMENT/REMARKS (Include names of persons contacted)
1.On Call/SLT and Incident Manager made aware of the situation				
2. Is the situation major or minor? Is the intruder dangerous/violent? If major Head/Incident Manager informed				
3.Police contacted				
4.SLT alerted/report to Head's office				
5. Has the intruder gained access to the building?				
6.If outside, lockdown initiated <ul style="list-style-type: none"> • External gates • Reception doors • Gate by gym • External doors of building • Youth area doors locked 				
7.Parents/carers informed of lockdown				



Hostage/Barricade/Person with Firearm/Weapon

ACTION	YES/NO	WHO	TIME	COMMENT/REMARKS (Include names of persons contacted)
1. On Call member of staff made aware of situation				
2. Decision based on information provided whether situation is major or minor. On Call member of staff may be able to make this decision without going to assess the situation				
3. If major, request help/support from Head and Incident Manager (in hostage situation Head should not attend scene)				
4. Contact police				



Possible actions

ACTION	YES/NO	WHO	TIME	COMMENT/REMARKS (Include names of persons contacted)
1.Contact police/emergency services				
2. Where is the danger?				
3. Does area need to be contained-can doors be locked?				
4. Are any students in danger?				
5. Are any students off site/Ambleside/outside of the building?				
6. Is evacuation of areas required?				
7. Is full evacuation required?				
8. Do we need lockdown? (Where is the danger? What students are at risk?)				
9. Run, Hide, Tell-alarm?				
10. If danger is offsite can gates be locked outer?				



Public Demonstration

ACTION	YES/NO	WHO	TIME	COMMENT/REMARKS (Include names of persons contacted)
1.On Call made aware of the situation				
2.Head/Incident Manager informed				
3. Risk assessment conducted- if possible. Staff to avoid contact with demonstration				
4. Preventative measures put in place. <ul style="list-style-type: none"> • Main gates locked • Lane gates locked • Reception doors locked 				
5.Police informed				
6. Does student movement need to be stopped temporarily until situation resolved?				
7.Lockdown initiated				
8.If not, students who are outside moved in				
9.Contact staff who are off premises with students				
10.Contact staff who are out of school and may be returning				



Process for Emergency Services Contact

ACTION	YES/NO	WHO	TIME	COMMENT/REMARKS (Include names of persons contacted)
1. Emergency services contacted				
2. Gates opened				
3. Post staff informed				

Outline Telephone Script – Informing Parents / Carers

Appendix 3

I am (*name*) from Race Leys Junior School and I am calling regarding ...
(*known facts of the incident*)

Please note that the following action is being / will be taken by the School / should be taken
by you ...
(*details of action, e.g. School closed / Normal routine / Other*)

If you are approached by the media, please refer them to the School.

We will contact you again (*on*) to

Please be assured that we are doing everything we can to get back to normal as quickly as
possible and give every support to your child and yourself.

Do you have any questions or comments?

Is there anything you need?



Sample Letter - Informing Parents/Carers

Appendix 4

Dear Parents / Carers,

You may have heard / It is with sadness and regret that I have to inform you.....
(known facts of the incident)

As a school community, we are all deeply affected by this tragedy /

I am sure that you will wish to join me and my staff in offering our condolences and sympathy to those affected / to

(refer to individuals / families affected only where it is appropriate to release this information)

I have now spoken to all students and staff in school about what has happened and you will need to be aware of the following arrangements that we have now made:

(Details, as relevant, about:

- *school closure,*
- *changes to timings of school day*
- *transport*
- *lunch time arrangements*
- *changes to staffing*
- *arrangements for specific classes/year groups*
- *counselling support [see resource sheet 7: sample letter to parents/carers re counselling]*
- *provision of further information)*

(If appropriate, advice about media contacts)

I think it is very important that we all take the time to talk with and reassure children about what has happened. This is likely to be a very difficult time for us as a school community and we will all need to support each other.

We appreciate the expressions of concern we have received; however, it would be helpful if parents/carers did not telephone in to the School during this time so we can keep phones and staff free to manage the situation.

Yours sincerely



Student Meetings – Informing students

Appendix 5

1. Students should be told simply and truthfully what has happened, in small groups if possible, e.g. class, tutor, year, etc. In some circumstances, it may be appropriate to bring students together as a whole school. Where this is the arrangement, then ensure that students have an opportunity to ask questions and talk through what they have heard with form/class teachers in smaller groupings afterwards.
2. Begin by preparing the students for some very difficult/sad news.
3. Taking account of children's needs and backgrounds, give simple, factual information using language and concepts appropriate to the age of the children.
4. Avoid using euphemisms, use words like 'dead' and 'died', etc.
5. Pass on facts only; do not speculate on causes or consequences.
6. If questions cannot be answered this should be acknowledged.
7. Address and deal with rumours.
8. Try to give expression to the emotions that individuals may be experiencing (e.g., shock/disbelief, etc) and explain that strong and difficult feelings are a normal part of the process of coming to terms with this sort of experience.
9. Do not refrain from referring to the deceased by name, perhaps highlighting some positive aspect(s) of their lives.
10. Finally, explain what arrangements the School has in hand for coming to terms with what has happened.

"I've got some very sad news to tell you today that might upset you. There is a serious illness called meningitis. Sometimes people with meningitis get better but sometimes people die from it. Some of you will have known that Jane Smith in year 4 was suddenly taken ill last week. I have to tell you that Jane died in hospital yesterday.

Like me, many of you will find it hard to believe that this has happened. It is obviously a very big shock for us all. Jane was such a happy girl who got on well with everybody. We will all miss her.

It is important for you to know that strong and perhaps difficult feelings are part of the normal process of coping with this sort of situation. It will help to talk about what has happened and about your thoughts and feelings. Please do take the opportunity to talk to your family, friends, teachers and adults in school. This is likely to be a difficult time for us as a school community and we should all try to support each other. Please come and talk with me if you have any questions or if you just want to talk."



Emotional Distress - Identifying and Supporting the Individual Student Appendix 6

1. Identify low, medium and high-risk individuals using the following criteria and degree of concern.

- At greatest risk as part of incident
- Siblings/relations
- Close friendships
- Any perceived culpability/responsibility
- Being blamed / scape-goated
- Displaying emotional distress (see resource sheet 8)
- Previous bereavement/trauma
- Pre-existing EBD/mental health issues
- Pre-existing home instability / stress
- Learning difficulties
- Culture and/or language issues

2. Be accepting and allow the student to express their emotions. Ask open ended questions (e.g., “How are you today?”) or just sit with them if this is what you feel is appropriate. Avoid touching or hugging but try to be as natural and unembarrassed as possible. Have some tissues to hand. It might be appropriate to use reflective listening (i.e., repeating back to the child what they have said) and/or summarise what they have said. This gives an opportunity for the child to elaborate and/or modify what they have said as well as an opportunity to hear a perspective on their own experiences. Sometimes it is helpful to give a name to the emotion that you are hearing being expressed (e.g., “That sounds very sad”, “Did you feel angry then?”).

3. You might have to explain your limits of confidentiality (i.e., confidentiality can be maintained except where you believe that the student is at risk or there are issues relating to criminal behaviour).

4. Don't forget that knowing what to say is far less important than being able to listen in a sympathetic and supportive manner. If it seems appropriate to offer advice, then strategies for the student that you might want to suggest could include: -

- Talking to their family and friends.
- Crying and expressing their emotions in a suitable safe context.
- Maintaining normal routines.
- Eating normally.
- Taking physical exercise.
- Maintaining normal sleep patterns.
- Carrying on seeing and being with friends.
- Listening and playing music.
- Being creative through art, drama, music, etc.
- Maintaining interests and pastimes.

5. As part of such sensitive support, it will be important to ensure that the student can continue to seek support from you but without them becoming dependent. If appropriate, agree to a set number of sessions at a set time and place where you can be confident of not being disturbed (in terms of your own safety and accountability ensure that parents/carers and relevant staff are aware of any such arrangements).

6. Using a visual aid such as an outline of a hand, ask the student to identify 5 individuals (e.g., staff, peers, family, other adults) who they feel they could approach as part of their support



network to help them feel safe. Ask them to test it out. If all else fails, what else could they always have 'up their sleeve'? (E.g. Childline, etc.)

7. Liaise with parents / carers as appropriate.

8. Consider liaising with colleagues to differentiate work outcomes/homework, etc or arrangements for managing the student's emotional distress in class.

9. Be aware that holidays, Christmas, birthdays and the anniversary of the event that has caused distressed can mark points of particular emotional vulnerability.

10. Taking into account other agencies or professionals who may be involved, consider providing student with information about youth counselling and information services/other community support as appropriate.

11. Consider involving Inclusion and Student Support (IPS).

12. Where an individual student has experiencing persistent and intrusive thoughts, dreams or flashbacks and avoidance of features associated with the distressing event; in conjunction with the physical, cognitive, emotional/behavioural symptoms described in this Appendix, for at least 1 month, then serious consideration should be given to accessing specialist child mental health services. Referral can be made to Child and Adolescent Family Services by the family via their GP or by the IPS Educational Psychologist or Support Teacher linked to the school or indeed by the school nurse or doctor.

Finally, do not underestimate the emotional demands of this sort of work or the confusion that might arise from any of your own unresolved issues. Ensure that you have the opportunity to talk through any form of support that you provide for an individual student with a trusted colleague.



Appendix 7

Sample Letter to Parents / Carers – Arrangement for Counselling students

Dear Parents / Carers,

As a school community, we have all been affected by the recent tragedy involving
.....

As part of our care and support for the children, we have been able to make arrangements involving outside agencies to provide counselling and support for children in school. We would like to make this available to your child.

This support is likely to consist of staff and professionals from outside agencies talking to students in small groups and offering advice and reassurance as appropriate. Please contact me if you have any queries regarding this.

Yours sincerely



Emotional Distress - Class Management

Appendix 8a

- Maintain normal routines and care.
- Be prepared to be more tolerant and accepting of children who might be more restless, distractible, irritable, emotionally volatile and or difficult to engage than would usually be the case.
- Where possible and where this is something that the students clearly need, be prepared to deviate from your lesson plan to allow them to talk and ask questions.
- When in discussion with children, do not be afraid of referring to deceased person(s) by name.
- Be honest when answering questions. Do not be afraid of saying you do not know the answer or that the question is one that is too difficult for you to answer. Taking account of children's needs and backgrounds, give simple, factual information using language and concepts appropriate to the age of the children (avoid using euphemisms).
- Consider setting up a 'questions post box'. Consider how to follow up questions raised.
- Allow children to talk about their feelings including difficult, confusing and complex feelings. Give them the message that it is OK to talk and that their feelings are a normal experience given the situation. Be accepting.
- In the same way, allow younger children to express themselves through their play. They are likely to feel the need to 'work out' difficult and confusing experiences and play gives them the opportunities to act out some of the issues. Adults may feel uncomfortable witnessing children's excitable 'playing out' of what has happened and may feel the need to intervene. Try to be accepting and permissive except where this is clearly unhelpful and/or distressing for other children.
- Allow children to support each other.
- Manage discussion in a calm and reassuring manner. Allow the expression of feeling but try to manage the emotional temperature. Try to help the children to achieve a sense of perspective. Reassure children about anxieties that they may be experiencing.
- Consider setting up a display area for art work, writing, or mementos that the children may wish to contribute.
- Calmly and, where possible, discreetly intervene if it is the case that individual students are clearly too distressed to remain in class. Ask if they want to remain in class but in an area away from the main body of children. Make sure that they are supported by a friend. If appropriate, send them with a friend to whatever pastoral support arrangements are available in school. Inform parents/carers.
- Be aware of other children in your classes who may not be so visible but who nevertheless may be struggling to cope. Make times and opportunities for them to talk. If you continue to have concerns, refer them through the school's pastoral system. Inform parents/carers.
- Make opportunities to talk to children on an individual or small group basis as part of your social contact with the children. Even if the children are not very communicative, just being available can be very supportive.
- In line with the school's policies and procedures for dealing with racial harassment/bullying policy, intervene where you are aware of any signs of name calling, abuse and bullying.

Finally, ensure that you are caring for yourself.



Emotional Distress - Signs and Symptoms

Appendix 8b

A crisis may cause different reactions in different children in different ways. Some of the more common reactions include:

Physical:

- Wetting / soiling 'accidents'
- Disturbed sleep, bad dreams, fatigue
- Lack of energy, listlessness
- Headaches, tummy aches, muscle aches
- Change in appetite/weight
- Lowered resistance to illness
- Alcohol/drug abuse

Cognitive:

- Difficulties in concentrating, forgetfulness, increased distractibility
- Loss of previously acquired skills
- Deterioration in standards of work
- Being more accident prone
- Reduced interest in usual activities and interests
- Appearing preoccupied

Emotional/Behavioural:

- Numbness
- Feeling of irritability, anger, aggressive behaviour
- Nervousness, jumpiness, panic feelings
- Raised levels of anxiety, fear of dark/confined spaces
- Feeling overwhelmed or confused
- Feeling insecure/clinging behaviour
- Regression to behaviour of a younger child
- Repetitive 'acting out' through play/drawing, etc.
- Crying spells
- Mood swings
- Apathy, hopelessness, depression
- Guilt
- Withdrawal from relationships
- Suicidal thoughts

Be alert to delayed reactions which may occur some time after the actual incident.

When to refer on

Where an individual is experiencing (for at least 1 month):

- persistent and intrusive thoughts, dreams or flashbacks to do with the distressing event;
- avoidance of features associated with the distressing event; and / or
- physical, cognitive, emotional/behavioural symptoms as noted above, then serious consideration should be given to accessing specialist child mental health services. You will obviously want to discuss this with the family and referral can be made to Child and Adolescent Family Services by the family via their GP. Referral can also be made by the IPS educational psychologist or support teacher linked to the school or indeed by the school nurse or doctor.



Information Collection Checklist and Log Details

Appendix 9

Contact details for person(s) managing the incident within the school

--

Information about the incident

<ul style="list-style-type: none"> • When and where • Number and nature of injuries/fatalities/damage sustained • Actions undertaken by the emergency services • Actions undertaken by the school • Actions planned be undertaken by the school • Other agencies involved and their actions • Nature of support being requested by the school 		
Actions agreed to be taken	Person Responsible	Date & Time



Incident Evaluation Form

Appendix 10

Race Leys Junior School	Date of Incident:
Brief Description of Incident:	
HSE (RIDDOR) contacted: YES/NO	
Incident deemed critical: YES/NO	
Action taken by school:	
Description of any external support accessed:	
What worked well:	
What worked less well:	
How could things have been done better:	



Bomb Evacuation Procedure

Appendix 11

Race Leys Junior School, Barton Road Bedworth CV12 9HG

Principles

The overriding consideration must always be the safety of staff, students, visitors and the general public. The purpose of this guidance is to ensure any emergency situation can be dealt with in a pre-planned and organised manner to maintain the safety of all persons and co-ordinate an evacuation in conjunction with the emergency services.

All staff and students must be aware of evacuation procedures (see Fire Evacuation procedures). All persons on site (visitors, contractors etc.) must be instructed on the procedures for evacuation of the building/establishment.

A bomb threat could be received in a number of ways:

- Via the main switchboard
- Any internal phone with a direct dial facility
- The police
- The local press
- Another third party

Procedures

1. Designated Staff

- Head will act as the focal point for all communication.
- Deputy Head and SLT coordinates evacuation procedure.
- First Aiders role remains unchanged.

2. Actions to be taken

Incident Manager/Head

1. Notify the police and Local Authority
2. Isolate the area - the minimum distance should exceed 50 metres
3. Do not touch anything
4. Evacuate the building/s and assemble at the designated area. Full evacuation and to Ambleside.
5. If the main telephone line received a threat, ensure the bomb threat sheet (Appendix 1) is completed and made available to the police on their arrival.
6. Note 'Lapse Time' until the device is due to explode and take the following action:

Lapse Time - Less than one hour	Lapse Time - More than one hour
Sound the alarm	Sound the alarm
Dial 999 inform the police of the incident control point	Telephone Nuneaton Police control room and report the incident - 999
Provide the police with details from the bomb threat sheet	Set up a temporary incident room
Dial 999 to advise Fire Brigade	Telephone the Nuneaton Fire Brigade to advise - 999
Inform C.E.O Griffin School's Trust	Inform C.E.O Griffin School's Trust

Premises Controller (Deputy Head, if not available Member of Senior Leadership Team)

1. Report to a predetermined area (usually admin office)
2. Detail nominated staff to doorways to prevent re-entry to the building
3. Liaise with police and provide assistance if required
4. Liaise with the Incident Control Manager.

Fire Wardens

These members should check their designated area to ensure that it is evacuated. The all clear for evacuation of the area should be reported to the Senior Fire Warden (DB) who will then inform the Incident Control Manager.

First Aiders

On hearing the alarm the first aiders should report to the Incident Control Manager. Where a detour or significant delay is not required, first aid kits should also be brought.

4. Operating the Incident/Bomb Alarm

1. Sound alarm, follow Fire Evacuation Procedures.
2. Telephone the Fire Brigade to advise of your actions. Use the standard message below:

“We are ringing to inform you that a bomb threat has been received and we are activating the bomb alarm in order to evacuate the building(s). The information that we have received indicates that the bomb is set to explode atam/pm

*The Police have been informed and an Incident Control Point has been set up at
“.....”*

5. Bomb Threat Detail Sheet (see Appendix 1)

1. It is important to record the actual words used wherever possible
2. Get a colleague to listen to the call with you
3. Listen carefully – stay calm, if possible do not interrupt
4. Keep the caller talking and keep the line open – do not clear it until you are told to do so.



Bomb Threat Action Sheet

Appendix 11a

Actions to be taken on receipt of a bomb threat:

- Record conversation if facility is available
- Immediately alert someone else if possible (so that the police and Senior Staff can be informed)
- **DO NOT PUT DOWN THE HANDSET OR CUT OFF THE CALLER.** Obtain as much information as you can.
- Complete this form as you go along. Asking questions in sequence as necessary
- Record the exact wording of the threat.

Exact Wording

Ask the questions and write down responses:

1. Where is the bomb right now?
2. When is it going to explode?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why are you doing this?
8. Who do you represent?
9. What is your name?
10. What is your telephone number?
11. What is your address?
12. Record time call completed?

- **If the threat relates to another site or location, contact the police and inform them at once by dialling 999.**
- **Keep the telephone line open (even though the caller has disengaged).**



After the call

This part should be completed, the caller has hung up and the police have been informed.

Call details:											
Time / Date of Call		Hours		Minutes		Day		Month		Year	
Number at which call was received (including your extension number)				Number				Extension			
Length of Call Hours						Hours		Minutes		Seconds	
Additional remarks											
About the caller:											
Male?		Female?		Child?		Older?					
Approx. Age?				Nationality ?							
Threat Language:											
Well spoken?		Irrational?		Taped?		Incoherent?					
Foul?		Message obviously read?									
Callers voice:											
Calm		Excited		Rapid							
Crying		Stutter		Deep							
Clearing throat		Disguised		Familiar							
Angry		Slow		Laughter							
Nasal		Lisp		Hoarse							
Slurred		Accent		Deep breathing							
If voice sounded familiar, whom did it sound like?											
Was there an accent?											
Background sounds:											
Street noises		PA System		Music							
House noises		Voice		Children							
Clear		Static		Office machinery							
Crockery		Factory machinery		Animal noises							
Motor		Booth		Aircraft							
Other noises? (please specify)											
Any other comments:											
Your Name:						School:					
Phone Number:						Was call recorded?					
Signature:											



Suspicious Packages

Appendix 11b

The Senior Leadership will investigate any suspicious packages and deal with these accordantly.

**Key Contacts****Appendix 12****Last Updated: (Date)**

(All numbers to be included in the plan distributed as in *Part A: Section 5+6*, but home/mobile details should be removed from non-essential copies e.g. on office notice boards, School Website or Fronter.)

Incident Managers	Contact Details
Head	Home Mobile
Deputy Head	Home Mobile
Health & Safety Manager	Home Mobile
C.E.O Griffin School's Trust	Home Mobile
Site Manager	Home Mobile
Health & Safety Coordinator	Home Mobile
Assistant Head	Home Mobile
Assistant Head	Home Mobile
Assistant Head	Home Mobile
LA Communications Unit	Home Mobile
LA Health & Safety Manager	Home Mobile
LA Education Health & Safety Officer	Home Mobile
Health & Safety Executive	Home Mobile



Lockdown Procedures

Appendix 13

Partial Lockdown

Alert to staff

'Partial Lockdown' alarm tone. Message to all staff via staff email.

Immediate Actions:

- Emergency services notified;
- All outside activity to cease immediately. Students on school field doing PE go to changing rooms. Communication with staff and students in sixth form made via admin office and advice given. It may be the case that students are safer to remain there rather than return to school. Any other students return to normal lessons;
- Staff and students should remain in classrooms;
- Students in isolation, music lessons, counselling sessions should remain with that member of staff;
- If the alarm goes before school, break or lunchtime all students go to tutor rooms;
- Registers taken. Attendance office informed of students missing;
- Dependent on the situation it may be necessary to lock external doors and gates. The Incident Manager will conduct a risk assessment with senior staff to decide on this and will take advice from the emergency services.
- Dependent on the situation it may be necessary to lock external doors and gates. The Incident Manager will conduct a risk assessment with senior staff to decide on this and will take advice from the emergency services;
- Staff should then await further instructions. Staff should avoid unnecessary calls to senior management or reception as this could delay more important communication;
- Staff and students remain in lock down until it has been lifted by a senior member of staff who has been advised by the emergency services;

Full Lockdown

The following procedures should be followed when the threat or intruder **is inside of the school building/Race Leys Junior School perimeter**.

Alert to staff

'Full lockdown alarm tone'. Be direct. An announcement should be also repeated several times.

Immediate Actions:

- Emergency services notified;
- All outside activity to cease immediately. Students on front field doing PE go to changing rooms. Communication with students and staff in sixth form made and advice given. It may be the case that students are safer to remain there rather than return to school. Any other students return to normal lessons;
- Staff and students should remain in classrooms. Classroom doors locked (where a member of staff with key is present). Windows locked, blinds drawn, students sit quietly out of sight (e.g. under desk or round a corner). Make sure all electronic devices are on silent and that vibrate is switched off;
- Students in isolation, music lessons, counselling sessions should remain with that member of staff;
- If the alarm goes before school, break or lunchtime all students go to tutor rooms;
- Registers taken. Student Services informed of students missing;
- Dependent on the situation it may be necessary to lock external doors and gates. The Incident Manager will conduct a risk assessment with senior staff to decide on this and will take advice from the emergency services.
- Dependent on the situation it may be necessary to lock external doors and gates. The Incident Manager will conduct a risk assessment with senior staff to decide on this and will take advice from the emergency services;
- Staff should then await further instructions. Staff should avoid unnecessary calls to senior management or reception as this could delay more important communication;
- Senior staff will conduct an ongoing and dynamic risk assessment based on advice from the Emergency Services;
- Staff and students remain in lock down until it has been lifted by a senior member of staff who has been advised by the emergency services;
- During the lockdown, staff will keep agreed lines of communication, Frog and staff email, open but not make unnecessary calls to the central office as this could delay more important communication;
- If it is not safe follow the 'STAY SAFE' principles in Appendix 14.

Stay Safe Firearms and Weapons Attack

Appendix 14

'Stay Safe' principles (Run Hide Tell) give some simple actions to consider at an incident and the information that armed officers may need in the event of a firearms and weapons attack. Full guidance is contained on the NaCTSO website <https://www.gov.uk/government/publications/recognising-the-terrorist-threat>.

Run Escape if you can. Consider the safest options. Is there a safe route? RUN if not HIDE. Can you get there without exposing yourself to greater danger? Insist others leave with you. Leave belongings behind.

Hide

If you can't RUN, HIDE. Find cover from gunfire. If you can see the attacker, they may be able to see you. Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal. Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls. Be aware of your exits. Try not to get trapped. Be quiet, silence your phone. Lock / barricade yourself in. Move away from the door.

Tell

Call 999 - What do the police need to know? Location - Where are the suspects? Direction - Where did you last see the suspects? Descriptions – Describe the attacker, numbers, features, clothing, weapons etc. Further information – Casualties, type of injury, building information, entrances, exits, hostages etc. Stop other people entering the building if it is safe to do so.

Armed Police Response

Follow officers' instructions. Remain calm. Can you move to a safer area? Avoid sudden movements that may be considered a threat. Keep your hands in view.

Officers may Point guns at you. Treat you firmly. Question you. Be unable to distinguish you from the attacker. Officers will evacuate you when it is safe to do so. RUN HIDE and TELL leaflet http://www.npcc.police.uk/StaySafeAssets/NPCC_CT_A5%202pp.pdf Stay Safe Film for training <https://www.gov.uk/government/publications/stay-safe-film>



Suicide

Appendix 15

Creating a response plan

Although a school can be affected by many challenging incidents, including sickness and accidental death, it is suicide that presents the unique risk of potentially being the trigger for another suicide.

The key to coping with a crisis is to plan. It is particularly important that the School responds to a suspected suicide within 48 hours. This is necessary to maintain the structure and order of the school routine, while facilitating the expression of grief, and reducing the risk of imitative behaviour.

Schools with crisis plans in place are best equipped to deal with a suspected suicide when it happens. Good planning for the aftermath of a suspected suicide makes it easier for people to respond effectively at a time when resilience may be low.

A postvention¹ protocol is an agreed approach to responding to a suspected suicide. In a school setting, this protocol should ideally:

- be a written protocol, developed in advance of a suspected suicide;
- include working with the local community;
- involve the formation and training of a postvention team – be clear about who will do what;
- include procedures for notifying staff, parents/carers and young people about a suspected suicide;
- include guidelines on how to inform the school community and handle the media;
- identify appropriate postvention services and facilities;
- include procedures for recognising ‘at risk’ individuals (including staff) and identifying
- where people would be referred;
- include an evaluation of the effectiveness of the postvention and any follow-up protocol.

It is good practice that the whole school community would be aware of essential information included in such planning, including who to tell, what to say and what not to say, and who is vulnerable.

¹ Postvention “is the term given to activities and programmes that are intended to assist those who have been bereaved by suicide to cope with what has happened. Suicide prevention and postvention are closely related in that postvention can also prevent further deaths.” (p.3, New Zealand Ministry of Youth Development, ‘Guidance for community organisations involved in suicide postvention’, 2005)

Accessing support

We are available to offer practical support and advice to schools both in preparing for and reacting to a sudden death.

Contact our Step by Step service (StepbyStep@samaritans.org) or Freephone 0808 168 2528 and we will do all we can to help you deal with a deal you may never have faced before.

Your local authority and other organisations listed at the end of this guidance may also be able to provide emotional support on specific issues.

It is important that the school returns to normal routine as soon as possible but some students and staff may need further support.



Samaritans is available round the clock, every day of the year by phone, email, text, letter or face-to face visits in a branch for anyone who might be struggling to cope. We have provided contact details for emotional support at the end of this guidance.

We can also assist with raising awareness of emotional health amongst young people, by offering talks in schools. Contact your local Samaritans branch to find out more.

Breaking the news

Samaritans' Step by Step service can work with you to consider the ways in which a school may become aware of a suspected suicide, and how to respond to these to prevent rumour and misinformation and to consider the best actions to take in such cases.

- Establish the facts before acting on news of a suspected suicide. Contact the police or the family as soon as you can to confirm the death and whether or not it is being treated as suicide. Be aware that it is likely to be many months before an inquest (or fatal accident inquiry in Scotland) is held, and that in many cases narrative verdicts may mean that the death is not officially recorded as suicide. It is important to note that there may be a great deal of speculation within the school community, and that schools often have to act on the basis that the death is being treated as a suspected suicide.
- Notify the school (or local authority) incident management team. It is important to act quickly, while at the same time preparing the school Senior Leadership Team and administration for continuous enquiries once the death is made known.
- Breaking the news to young people can be extremely difficult. Tell staff first and give them time to take in the news before addressing students. Make sure that staff know where and to whom they can turn for emotional support.
- Best practice suggests that, where possible, it is better to break the news to students in small groups or classes.
- When breaking the news it is important to be factual but to avoid excessive detail about the suicidal act itself. Rumours may be circulating and people may ask directly but try not to disclose details about the method used, whether there was a suicide note, or its contents.
- Consider preparing a statement for staff to use to ensure consistency across the school.
- Consider providing immediate counselling or emotional support to students and staff at the school. This may be arranged by the local authority.
- Try to strike a balance between sensitivity to those who are grieving and in shock, on the one hand, and the need to maintain the school routine, on the other. It may be helpful to set aside a room where students can go if they are upset.

Handling the media

Dealing with the media can add to what is an already stressful situation. We advise you to appoint a single media spokesperson for the school and discourage other students and staff from making public comments.

The media spokesperson should prepare a statement for the media, and not deviate from it. Avoid giving details of the suicide method or any suicide note, or giving simple 'explanations' of the suicide such as '*...was stressed about exam results*'.

Use phrases like:

A suicide
Die by suicide
Take one's own life
A suicide attempt

Avoid phrases like:

A successful suicide attempt
An unsuccessful/failed suicide attempt
Commit suicide
Suicide victim



*A completed suicide
Person at risk of suicide
Help prevent suicide*

*Just a cry for help
Suicide-prone person*

Samaritans has published guidelines for the media, to ensure that reporting of suicide is sensitive and responsible. Samaritans' media team can help support you and the family in handling the media during a crisis situation. **samaritans.org/media-centre**
Contact the press team (including out of hours) on: **+44 (0)7943 809 162.**

Contacting the school community

If a suspected suicide has affected the school community you will need to consider how to inform them. The Samaritans Step by Step service can advise and assist with this.

Parents/carers and all staff need to know:

- In brief what has happened (see 'Breaking the news' on page 60).
- What support the school is putting in place.
- What actions the school will take with regards to funerals and memorials.
- Where to find further information about suicide and grief.
- Where to access support for themselves.
- What to do if they are worried about someone else.

Communicating sensitively and appropriately about suicide

Information provided to the school community in the immediate aftermath of a suspected suicide should include and reinforce:

- facts (not rumours);
- an understanding that death is permanent;
- an exploration of normal and wide-ranging reactions to suicide (expressions of anger and guilt are entirely normal);
- an understanding that, with support, people can cope;
- an understanding that fleeting thoughts of suicide are not unusual;
- an awareness of suicidal warning signs and resources available to help;
- an understanding of funeral expectations.

When discussing any suspected suicide that has occurred, it is strongly recommended that the information given:

- is factually correct but does not include detail of the cause of death or method used;
- does not romanticise, glorify or vilify the death;
- does not include details of any suicide note;
- does not include speculation over the motive for suicide.

Identifying and supporting vulnerable students

Those affected by suicide are themselves at increased risk of serious upset and may potentially be at greater risk of taking their own life. School staff should be asked to identify any young people who are vulnerable, and efforts should be made to provide additional support or referral to specialist services.

Suicide is a complex issue, usually with no single cause, and it is therefore not possible to generalise. However, there is some evidence to suggest that people who have previously experienced bereavement or undergone a personal crisis, people with mental health problems,



and people in marginal groups may be more vulnerable. Teachers who know the students best should be alert to any students who are excessively upset or disturbed by the death. These young people should be offered appropriate support without delay.

Starting difficult conversations

If you're worried about a young person, try to get them to talk to you.

- Often people want to talk, but won't speak until someone asks how they are. Try asking open questions, like *'What happened about...'*, *'Tell me about...'*, *'How do you feel about...'*
- Repeat back what they say to show you understand and ask more questions.
- Focus on their feelings instead of trying to solve the problem - it can be of more help and shows you care.
- Respect what they tell you. Sometimes it's easy to want to try and fix a young person's problems, or give them advice. Try and let them make their own decisions.

How do I start a conversation with someone I'm concerned about?

You might feel that you don't know how to help someone, because you don't know what to tell them or how to solve their problems. You don't need to be an expert. In fact, sometimes people who think they have the answers to a problem are less helpful.

Don't forget that every person is different, so that what worked for one will not always work for another.

Find a good time and place

Ask gentle questions, and listen with care. Ask them how they feel. If you're gentle and calm it's ok to bring up the subject of self-harm or suicide.

The more open the question the better. Questions that help someone talk through their problems instead of being able to say 'yes' or 'no' are the most useful.

Questions such as:

When – 'When did you realise?'

Where – 'Where did that happen?'

What – 'What else happened?'

How – 'How did that feel?'

Why – be careful with this one as it can make someone defensive. *'What made you choose that?'* or *'What were you thinking about at the time?'* are more effective.

Find out how they feel

Revealing their innermost emotions – anger, sadness, fear, hope, jealousy, despair and so on – can be a huge relief.

It sometimes also give clues about what the person is really most worried about.

Check that they know where to get help

Useful questions you might ask them include:

- *'Who else have you talked to about this?'*
- *'What do you think about getting some help?'*
- *'Would you like me to come with you?'*



If you say something that appears to cause more upset, don't panic:

- show you are listening;
- look after yourself, and talk to someone too.

Memorials

This is a difficult issue that needs to be carefully managed, taking account of the wide range of feelings that are likely to be displayed.

It is natural to want to pay tribute to those who have died. However, it is important not to sensationalise or glamorise suicide as that may act as a trigger for anyone who is deeply affected. School managers should set a time limit for memorials (about two weeks). They may offer to forward cards and other tribute material to the family afterwards. Permanent memorials following a suspected suicide are generally to be discouraged. Schools cannot control online memorials and other social networking activity following a suspected suicide. However, students should be warned about the risks of online memorials – their comments may become public/published without their permission, online memorials can attract negative and hurtful comment and anything that romanticises suicide can be harmful to those who are vulnerable. Schools could consider establishing an online memorial on their own website, which they can then moderate and remove after an agreed time.

Funerals

The nature of the student's death should not by itself encourage greater attendance at the funeral than it would for any other tragic death at the school.

We recommend that parents/carers accompany students who want to attend.

Those who don't attend should have normal classes to go to.

If appropriate, engage the faith leader prior to the funeral to suggest that eulogies should be fitting and do not sensationalise what has happened.

Responding to suspected suicide

It can take many months for an inquest (or fatal accident inquiry in Scotland) to be held, and in many cases unexplained deaths are not given a verdict of suicide.

Schools and authorities often have to act on whether an unexplained death is being treated as suicide.

In some cases, where there is an ongoing investigation or where the family does not want the cause of death to be disclosed (or reported as suicide), it can be challenging for a school to decide how to proceed.

In this situation, schools should state that the nature and cause of death are still being determined and that additional information will be forthcoming.

Acknowledge that there are rumours (which are often inaccurate), and remind students that rumours can be deeply hurtful, distressing and unfair to the deceased person, their family and their friends.

If there is an ongoing investigation, schools should check with local police before speaking about the death with students who may need to be interviewed by the authorities.

If the family does not want the nature or cause of death to be disclosed



While the fact that someone has died may be disclosed immediately, information about the nature and cause of death should not be disclosed until the family has been consulted. If the death has been declared a suicide but the family does not want this disclosed, someone from the school who has a good relationship with the family should contact them. They should explain that students are already talking about the death, and that having adults in the school community talk to students about suicide and its causes can help keep students safe.

If the family refuses to permit disclosure, schools can simply state that the family has requested that information is not shared. Schools can still take the opportunity to acknowledge rumours about suicide, and to address the topic of suicide in a responsible way to assist other young people who may be depressed or suicidal.

In addition, it is suggested that mental health professionals should be working alongside the school in helping to meet the immediate counselling needs of affected students.

Responding to attempted suicide

While suicide is the second most common cause of death among young people aged 10–24, most suicide attempts do not result in death.

Young people may return to school following a suicide attempt, and schools should not underestimate the impact of this on other students.

It is imperative that anyone who has attempted suicide is appropriately referred to and cared for by mental health professionals. Mental health professionals will be able to work alongside the school in the following key areas:

- Planning support for a student who has attempted suicide.
- Helping meet the immediate counselling needs of affected students.
- Identifying other vulnerable young people.

If a school is informed of an attempted suicide that took place away from the school or the attempt occurred without the awareness of other students, there is a small possibility that the spread of information may be contained. If complete containment of information is a real possibility, it should be discussed with the family as soon as possible. In such circumstances,

any communication with staff, students and parents/carers will be on a ‘need to know basis’ only, in consultation with the young person, their family and appropriate mental health professionals.

If the details of the attempted suicide are already known in the school population, schools may understandably be anxious about addressing this. Advice should be sought from the mental health professionals caring for the young person as they may be able to provide considerable assistance. It is essential that a support plan is developed and approved by an identified staff member (the school counsellor if the school has one), the student, the family and the mental health professionals before the student returns to school.

When meeting with the young person’s family, critical areas for sensitive discussion are:

- What information is provided to which sections of the school community.
- The support plan for their child’s return to school.
- The support for any siblings in the school.
- Liaison with the mental health professional.

² The World Health Organisation states that “...suicide attempts... are up to 20 times more frequent than completed suicide.”

www.who.int/mental_health/prevention/suicide/suicideprevent/en downloaded 3 December 2012.

Further information about the Samaritans

For further information and support either about suicide or developing a critical incident plan that includes suicide, please contact us:

stepbystep@samaritans.org

Freephone: 0808 168 2528

www.samaritans.org

Samaritans can assist schools by offering:

- Assistance and advice about dealing with suicide or unexplained death
- Schools talks to raise awareness of emotional health issues amongst young people
- Information from our website

Someone to talk to- people contact us when things are getting to them. They don't have to be suicidal

We're always here- round the clock, every single day of the year

A safe place- as volunteers we're ordinary people, and keep all our conversations private

We're a charity- it's the public kind donations that keep our helpline open

For emotional support

08457 90 90 90 (UK)

1850 60 90 90 (ROI)

jo@samaritans.org

www.samaritans.org

Chris, PO Box 90 90, Stirling, FK 2SA

Find your nearest branch on our website