



# **Major Critical Incident Policy**

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## **1. Context**

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

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

This policy sets the minimum requirements for action to manage major and critical incidents locally.

As with all emergency policies, plans and procedures – this policy is printed and kept up to date in a single accessible location at Bolder Academy, so staff are not searching or needing to print documents in an emergency.

## **2. Introduction**

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

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

When we face such an incident, research suggests that we cope best when clear procedures to follow exist and where we are able to utilise a network of support.

Major and critical incidents require many different responses dependent on the situation and influencing factors. Often, two important responses are to 'lockdown' the site and buildings or indeed trigger a full evacuation.

Bolder Academy has in place a detailed evacuation procedure in relation to fire safety.

Bolder Academy also has an effective 'lock-down' procedure, which will be rehearsed and tested. These procedures will be reviewed annually and scenarios rehearsed.

Lockdown procedures can also be known as a '**sheltering in place**', and this is the term that will be used with students.

The policy outlines four stages to managing a critical incident:

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

### **3. Examples of Critical Incidents**

Incidents fall into two categories:

#### **a. Major Public Declared Incidents as defined by the Civil Contingencies Act 2004**

Examples include:

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

#### **b. Self-declared critical incidents by the Headteacher**

Examples include:

- The sudden death of a student or member of staff or other close individual.
- A serious accident involving students and/or personnel on or off the premises.

- A violent act or threat by malicious persons, either in person or by means such as arson, bomb/bomb threat, vandalism, physical violence etc.
- Unauthorised entry onto the site/into the premises by unknown person(s) giving cause for the safety and welfare of persons.
- A building becoming unsafe as a result of fire, flood or other incident and major failures to operate or function.
- A more widespread emergency in the community, for example the release of hazardous substances, severe weather, flooding etc.
- Severe/prolonged power, water, fuel loss.
- Public health threats (e.g. meningitis).

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

- An incident in the community which is seen or experienced by students or staff.
- An incident affecting relatives of students which is known about in the Academy.

### **c) COVID-19 Critical Incident Addendum:**

The Academy follows the national advice given by the DFE with regards to Covid-19. Our Covid-19 risk assessment describes our measures and this can be found on the school website. Contingency plans are in place in case there is a local spike. If the local area sees a spike in infection rates, the school may be advised to take additional measures or close temporarily. In this situation, the Academy is prepared to offer immediate remote education for pupils at home and will adhere to plans and measures described in our risk assessment.

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

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

- It is imperative a controlled, considered and well led and Incident Management Team (IMT) are functioning during a major or critical incident. Decisions and directions need to be:
- Clear
- Concise
- From a foundation of control (in so far as possible)
- From a foundation of consideration (in so far as possible)
- Informed by where you need to demand support and assistance from others

#### **4. Stages & Considerations during a declared Critical Incident**

Critical incidents generally have four key stages from the incident occurring through to returning to normality.

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

##### **Stage 1: Initial Response- Normally within the first hour**

- Take immediate actions to preserve life, safeguard students and staff, together with their welfare, which may include invoking the site lockdown procedure or site evacuation.
- Notify the emergency services (if necessary).
- Declare a critical incident (using the code word) as appropriate and notify key members of staff and the incident management team (IMT).
- On a continuous cycle, reassess risk and take further mitigating actions.  
Engage support of the IMT as appropriate, together with key staff.
- Take actions to preserve equipment, facilities and the built environment (if appropriate) but not at the detriment of human safety.
- Enact the local emergencies procedures.
- Notify the Chair of Governors (or as soon as feasibly possible).
- Gather key information and keep records.
- Contact the families/next of kin of those involved (remember this communication may be passed to the media)

## 5. Guidance: Assessing & Collecting Key Incident Information

Clear thinking and rational consideration must be applied to assess the incident.

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

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

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

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



- The name and contact number of local police

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

## **6. Guidance: Assess Continuing Risk**

During this early stage, it is imperative on a continuous cycle that risk is reassessed, and further mitigating actions are taken. The support of the IMT may be necessary and key roles will need to be allocated.

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

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

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

## **7. Guidance: Briefing the Incident Management Team (IMT)**

Additional members may be needed when the incident occurs.

The Headteacher has responsibility for what happens in Bolder Academy, and is therefore responsible for the actions of the IMT.

The purpose of the briefing is to:

- Share information gathered about the incident and allocate responsibility for immediate and short-term tasks.
- Allocate a team member to compile, and maintain detailed records in a time-line.
- Contact appropriate agencies in all circumstances.

## **8. Guidance: Informing Academy staff**

When appropriate, staff will be provided with the factual details of the incident so that they can feel confident when handling questions and issues. Staff should be encouraged to refer enquiries to the IMT. They will be asked not to talk to the media, as this minimises the risk of mixed messages and misinformation. They will be given guidance in terms of what should be said in script format.

## **9. Guidance: Informing students**

When appropriate, students will be advised what has happened and allow them to ask questions. A script will be provided.

A decision will be made as to whether it is better to talk to large groups, small groups or individuals. Additional thought may need to be given to how to inform students with SEND / other vulnerable students. We need to be mindful that this information may be passed to the media.

## **10. Guidance: Contacting relatives/parents or carers (next of kin)**

Bolder Academy will maintain an up-to-date list of emergency contacts for students and staff, and ensure it has an effective procedure for knowing who is on site. There is a procedure in place which means that this information can be accessed in the event of IT/electricity failure. A security book is kept in the main office to log incidences.

In the event of a serious incident, injury or death, the police are highly likely to be involved and are likely to take responsibility for informing relatives in person. However, it may be helpful for them to be accompanied by a member of staff.

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

When releasing information to a wider audience, e.g. parents, prepare the information with care. Give the appropriate facts and express sympathy or

concern. Blame and liability should not be attributed. Remember that the media may get access to this statement. When making contact be mindful that this information may be passed on to the media. The Headteacher will provide guidance on what should be said.

## **11. Guidance: Telephone communication to and from the Academy**

When appropriate, the Chair of Governors, the press office in the London Borough of Hounslow and Local Authority will be informed.

When the news of an incident reaches the community, a large number of people will want to contact the Academy for details. This could jam the main telephone line, making it difficult for outside calls to be made and for others to get through. If possible, a dedicated line to make outgoing calls will be used.

Callers phoning the usual Academy line should be given a factual statement and reassurance that action is being taken to manage the situation (if appropriate a script, provided by the Headteacher, will be provided to the staff who are taking the calls). If further details are requested, ask the caller to leave a name and number on which they can be contacted. Be courteous but concise to keep the line free for other callers.

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

Students' use of mobile phones (including social media) to contact home/others, needs to be monitored and managed as part of the incident.

## **12. Guidance: Handling the Media**

Communications with the media must be handled through the Headteacher.

The Headteacher will concentrate on the welfare of the Academy community and let communication officer (Office Manager) deal with press interest, which can be intrusive.

It may be necessary to control access points to the Academy site, allowing parents in but not the press. Instructions will be given by the Headteacher.

Members of the press should not enter without the Headteacher permission.

**Stage 2 Consolidation – Normally the hours immediately following the first hour.**

- Continue to take immediate actions to preserve life, safeguard students and staff, together with their welfare, which may include invoking the site lock-down procedure.
- Coordinate with the emergency services (if necessary) and/or notify the HSE through a RIDDOR notice (if appropriate).
- Update the IMT, key members of staff, students, parents/carers (where appropriate to do so).
- On a continuous cycle, reassess risk and take further mitigating actions. Engage support of the IMT as appropriate, together with key staff. Take actions to preserve equipment, facilities and the built environment (if appropriate) but not at the detriment of human safety.
- Continue to gather key information and keep records.
- Further communicate with families/next of kin of those involved (if appropriate). Be mindful this information may be passed to the media.
- Consider wider communications in conjunction with the press officer.
- Consider changes to the coming days/weeks curriculum/planned activities.
- Commence the plan for emotional support engaging with outside agencies eg: support or counselling groups.
- Consider the working/learning patterns, expectation from all those involved and any changes needed or appropriate.
- Consider business continuity.
- Update the Chair of Governors.

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

Arrange debriefings for those involved (directly or indirectly).

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

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

In any debriefing consider:

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

### **13. Curriculum considerations**

Following the incident, staff should identify any inappropriate content of the curriculum.

Students who have recently been traumatised are especially sensitive to reminders. Children's literature, assembly stories and episodes in history all provide sources of likely triggers. Consider these in planning the coming days/weeks, anticipate likely reactions and ensure that teachers feel able to manage them and support is provided.

A plan will need to be developed for handling the feelings and reactions of others. Staff will need to be alert and aware to possible student/staff reactions, even among those who are not directly involved but for whom the incident triggers difficult emotions.

**Stage 3: Recovery – Normally the hours/days after the event Conclude immediate actions to manage and mitigate risk.**

- Reassess risk and take further medium and longer-term mitigating actions. Engage support of the IMT.
- Coordinate with the emergency services (if necessary) in relation to investigations and or evidence gathering.
- Continue to meet as a IMT managing the execution of the agree actions, processes or mitigation.
- Take actions to preserve equipment, facilities and the built environment (if appropriate).
- Continue to gather key information and keep records.
- Further communicate with families/next of kin of those involved (if appropriate). Be mindful this information may be passed to the media.
- Consider wider communications in conjunction with the press officer.
- Further consider changes to the coming days/weeks curriculum/planned activities
- Outwork the plan for emotional support engaging with the wider resources and with local accessible charity groups and support or counselling groups.
- Further consider the working/learning patterns, expectation from all those involved and any changes needed or appropriate.
- Update the Chair of Governors.

In the aftermath of a major incident especially one attracting media attention the Academy may be inundated with offers of help from voluntary groups and individuals. The Headteacher and IMT will need to select and manage such offers carefully to meet the best interests of students and staff in this support phase.

## **14. Guidance: Emotional Support**

Academy staff will feel responsible for supporting the students during a period of crisis and the aftermath. However, they also have to deal with their own emotions. A new loss may evoke memories of a previous one. Grief or other reactions may return for a while. The Headteacher will lead, plan and coordinate with the IMT a programme to help support those who have been impacted.

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

It is important that staff members have support networks readily available and feel able to ask for help.

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

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

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

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

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

**Stage 4: Restoration of Normality – same day, following days or weeks.**

- Make medium and long-term change to mitigate future risks.
- Continue to coordinate with the emergency services (if necessary) in relation to investigations and or evidence gathering.
- Complete a review to identify lessons learnt and actions required.
- Further consider changes to the coming days/weeks curriculum/planned activities.
- Plan for the emotional support that may be required.
- Further consider the working/learning patterns, expectation from all those involved and any changes needed or appropriate.
- Update the Chair of Governors.

## **15. Lock-Down (full or partial) or Closure Generally**

Closure (and sending home of staff and students) of the Academy building will only be sanctioned by the Headteacher.

The lockdown procedure will take account of students' age- range; mobility; premises design and layout; site location; local risks; organisation and class arrangements, resources available, etc

Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and students.

Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all students and staff. Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

- An intruder on site (with potential to pose a significant risk to students and staff)



- A major fire in the vicinity of the school
- A reported incident/ civil disturbance in the local community (with potential to pose a significant risk to students and staff)

This policy sets a range of minimum criteria for local lock-down procedure, which can be summarised as follows:

## **16. Partial Lockdown**

### **Alert to staff: 'Partial lockdown'**

In a partial lockdown staff and students should remain in the Academy and all doors leading outside should be locked.

In such situations:

- An email with the code word clearly shown in the title CODE XXX PARTIAL will be sent. In addition, the Academy's Critical Incident What'sApp Group will be used to notify staff using the same code CODE XXX PARTIAL and can be used as an alternative means of communication if emails go down.
- When a decision has been made and the containment is over, IMT will visit all classrooms to deliver release information.

No one should be allowed to enter or leave the building, however teaching and work can continue as usual.

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

Procedures for immediate action should include:

- An email with the code word clearly shown in the title CODE XXX PARTIAL will be sent. In addition, the Academy's Critical Incident What'sApp Group will be used to notify staff using the same code CODE XXX PARTIAL and can be used as an alternative means of communication if emails go down.
- All outside activity to cease immediately, students and staff return to building.

- Communicate to and alert duty staff if they are on a breaktime duty.
- Although all staff and students remain in the building and external doors and windows locked, free movement may be permitted within the building dependent upon circumstances.
- In the event of an air pollution or chemical, biological or radiological contaminants issue, air vents, fans, heating and air conditioning systems should be closed or turned off.
- Staff should await further instructions.

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

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

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

## **17. Full Lockdown**

Alert to staff: 'Full lockdown'

This signifies an immediate threat to the Academy and may be an escalation of a partial lockdown.

In such situations:

- An email with the code word clearly shown in the title CODE XXX FULL will be sent. In addition, the Academy's Critical Incident WhatsApp Group will be used to notify staff using the same code CODE XXX FULL and can be used as an alternative means of communication if emails go down.
- If a Major Critical Incident prompts a Full Lockdown response the Panic Button alarm (situated beneath the front reception desk) will be activated and sound for 1 minute continuously. This will be the signal to adopt the Full Lockdown procedure.
- When a decision has been made and the containment is over, IMT will visit all classrooms to deliver release information.

The aim of a full lockdown is for the Academy and its rooms to appear empty.

Procedures for immediate action should include:

- All students/staff stay in their classroom or move to the nearest classroom.
- Anyone in transit should move to the nearest room and anyone outside should be brought inside as quickly as possible.
- Reception staff and Office staff should take shelter in the office.
- External doors locked. Classroom doors closed.
- Windows locked, blinds drawn, internal door windows covered (so an intruder cannot see in).
- Students/staff sit quietly out of sight (away from windows and doors) and where possible in a location that would protect them from gunfire (bullets go through glass, brick, wood and metal. Consider locations behind substantial brickwork or heavy reinforced walls).
- If possible barricade doors.
- Lights, smartboards and computer monitors turned off.
- Mobile phones turned off (or at the least turned onto silent so they cannot give away your position).
- Remain silent and calm, and wait for further announcements.

If possible, a register should be taken of all students/staff in each classroom/office by the staff member present. Staff member to communicate register of staff/students to the main office. Staff should await further instructions.

The Critical Incident What'sApp group is the preferred / discreet method of communication. Where staff have access to an internal e-mail or messaging system, they should access their account and await further instruction. In practical terms, staff must be familiar with accessing their account through a variety of means e.g. laptop, smartphone or tablet.

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

## 18. Requirements for Local Lock-Down Procedures

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

- The Headteacher will act as the lockdown manager (plus senior leaders in their absence) to initiate, manage and conclude the lockdown.
- Staff are alerted to the activation of the plan by a recognised signal (the code word, email and what's app message) throughout the Academy.
- Bring all student and staff who are outside into the building as quickly as possible.
- Those inside the Academy should remain in their classrooms or proceed directly to the nearest classroom.
- All external doors and, as necessary, windows are locked (depending on the circumstances, internal classroom doors may also need to be locked).
- Blinds/curtains drawn and windows on internal doors covered.
- Once in lockdown mode, staff should notify the office immediately of any students not accounted for and any additional students/staff in their classroom via email / WhatsApp.
- Staff should encourage the students to keep calm.
- As appropriate, the Academy should establish communication with the Emergency Services.
- If appropriate, the Chair of Governor will be informed.
- If necessary, parents should be notified as soon as it is practicable to do so via the Academy established communications system.
- Students must not be released to parents during a lockdown.
- If it is necessary to evacuate the building, the fire alarm should sound.
- Staff who do not have a regular office or classroom should gather in the staffroom and staff workroom.
- Visitors/volunteers/peripatetic staff will know what is expected of them if the Academy goes into a lockdown plan.
- An official lockdown termination announcement via email and WhatsApp will be made so that all staff know that it is authentic.
- Specific arrangements are to be made for students/staff with different needs (i.e. hearing/visual impairment or mobility needs).
- Areas in the Academy that cannot be effectively locked down are identified as: the toilets. Staff and students in these areas should make their way to the nearest classroom/office.
- Areas in the Academy that are not operated using access control and as such need to be locked to secure them are: Sports Hall (PE staff to lock

via key from inside), Main Hall; (use thumblock to lock rear exit); Sixth Form Area (use thumblock to lock from inside).

An overview sheet outlining the Academy's procedures is displayed in the staffroom and Medical Room. (See Appendix 1).

## **19. Considerations if the Fire Alarm Sounds Whilst in Lock-down**

In the event of the Academy being in lockdown and the fire alarm sounds, the emergency services should be contacted as in a normal fire alarm activation.

Caution should be taken, for example an intruder who has gained entry into the building, may trigger the fire alarm. This may be a means in which to entice students and staff from secure holding rooms. The Site Manager (or Business Manager in their absence) who has a means of remote communication (e.g. a walkie talkie/mobile phone) will go to the fire alarm panel to establish what zone has been activated.

Once the zone has been identified, the alarm should be silenced, a member of the IMT person sent to the area to investigate. They will need to approach with caution as there may be a fire, or an intruder may have activated the alarm. If a fire is discovered this information should be communicated back to the person at the fire alarm panel, who should resound the alarm, update the emergency services and evacuate the Academy.

## **20. General Requirements**

Due to the fast-moving nature of incidents that require lockdown it is important that all staff are able to act quickly and effectively. Staff will have clear roles and responsibilities and it is of vital importance that the Academy's lockdown procedures are familiar to members of the IMT, Academy administrators, teaching staff and non-teaching staff. Depending on their age, students should also be aware of the plan.

Staff's understanding should be regularly checked with regular training refreshers. Lockdown scenarios will be rehearsed at least once a year and thoroughly debriefed to monitor the effectiveness of the arrangements. Parents should know that the Academy has a lockdown plan and that it will be regularly tested.

## **21. Guidance: Communication between parents and the Academy**

Arrangements for communicating with parents in the event of a lockdown, will be shared either via the Academy website.

In the event of an actual lockdown, we will communicate with parents as soon as is practicable. It is obvious that parents will be concerned but regular communication of accurate information will help to alleviate undue anxiety.

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

- Are reassured that the Academy 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 Academy.
- Calling the Academy could tie up telephone lines that are required for contacting emergency support providers.
- Do not come to the Academy. They could interfere with emergency support providers' access to the Academy and may even put themselves and others in danger.
- Wait for the Academy to contact them about when it is safe to collect their children, and where this will be from.
- Are aware of what will happen if the lockdown continues beyond Academy hours.
- The 'communication with parents' section of the Academy lockdown procedure needs to reassure parents that the Academy understands their concern for their children's welfare and that everything that can possibly be done to ensure children's safety will be done. However, it may also be prudent to reinforce the message that 'the Academy is in a full lockdown situation. During this period the switchboard and entrances will be unmanned, external doors locked and nobody is allowed in or out..' Should parents present at the Academy during a lockdown under no circumstances should members of staff leave the building to communicate directly with them.

## **22. Guidance: Emergency Services**

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

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

## **23. Support for People after the Event**

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

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

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

Some students may require support which cannot be provided in a class or small group. If needed, short-term counselling should be offered by

appropriately trained and supported staff, possibly outside the normal timetable.

Groups of students may be offered support from outside professionals who can debrief them, to help them understand their reactions and develop coping strategies. Parental permission should be sought in this instance.

Staff closely associated with the students involved should be offered opportunities for debriefing and counselling. Staff need to be aware of the possible delayed reactions of those actively involved in responding to a critical incident.

Staff who are co-coordinating the Academy's response will also be supported and scheduled for relief periods.

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

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

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

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

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



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

## **24. Implementation, Monitoring, Evaluation and Review**

Rehearsals for invoking the Critical Incident Plan are as follows:

- Incident Management Team review of emergency plans and procedures: Annually
- Incident Management team scenario test (room-based desk exercise): Annually
- Full Lock-down physical test: Annually
- Evacuation (covered by fire evacuation procedures and tests): as defined by Fire Requirements

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

## **Appendix 1: Emergency Display Notice**

### **Emergency Procedures**

#### **Fire Alarm**

In the event of the fire alarm sounding please leave the Academy by the nearest fire escape route and assemble on the playground.

#### **'Shelter in Buildings' Alarm (Lock-down)**

In the event of a full lock-down stay indoors, in the room/classroom that you are in. If you are outside when the signal is given make your way to the nearest classroom.

In such situations:

- An email / whats app message will be sent: CODE XXX.
- When a decision has been made and the containment is over, SLT will visit all classrooms to deliver release information and a email / whats app will be sent confirming this.

An e-mail will be sent to 'All Staff' giving instructions as to what to do – please ensure this is checked and not on the screen for the children to read. It is therefore important that a computer is always logged on (and e-mail accounts opened) during teaching sessions. Internal phones may also be used for communication.

If you are with children it is important to:

- Remain calm.
- Reassure them.
- Remind them to follow your instructions.

## **Appendix 2: Roles and Responsibilities - the Incident Management Team (IMT)**

### **Checklist**

### **Roles and Responsibilities**

All critical incidents will involve a team of people working together to meet the needs of the situation. It is important that all members of the team are clear about their role within any situation and are able to take control of their part of the process. It is also important that all staff are aware of their responsibilities with regard to deputising in areas where designated members are not able to take up their role. There are three areas of team working, strategic planning and decision making, tactical co-ordination and operational responsibility.

### **Headteacher – Takes the Strategic Command responsibility**

(In the absence of the Headteacher, the Deputy Head or most senior, Senior Leader present will take responsibility for the role).

### **Location: Headteacher’s Office**

In the event of an incident the Headteacher will notify the Chair of Governors as soon as feasibly possible of the incident and implement the Critical Incident Plan. The role of the Headteacher will include:

- Assessing the incident based on facts.
- Assessing whether danger is imminent.
- Assessing whether first aid or other medical assistance is needed.
- Ensuring the Police, Fire and Rescue Services, Ambulance or other emergency services are requested if required.
- Contacting the Local Authority and the Chair of Governors to apprise them of the situation.
- Summarising the facts available about the incident and set parameters of information that can be communicated to the media.
- Providing information so a log of all factual information received, actions taken, and time of the events can be made by the Office Manager (see Appendix 3 for proforma log).
- Coordinating and monitoring emergency response.

- Informing the Senior Leader/s if the critical plan is to be activated.
- Remaining in the control centre and managing the incident.
- Remaining visible to show support and control of the situation but not at the scene.
- Ensuring effective planning is in place in recognition of a threat such as a pandemic.
- The Head emails / WhatsApp or asks a member of the IMT to email the code word and the instructions.
- The Head will delegate to a member of the IMT how to communicate with parents/carers.

### **Deputy Head - Responsible for high level co-ordination**

(or most senior, Senior Leader present will take responsibility for the role)

#### **Location: Ground Floor Staff Room**

The Deputy Head responds to the site of the incident and make a detailed assessment, briefing the Headteacher and agreeing together the steps to be taken. These decisions can, however, be taken by the Headteacher before the arrival of the Deputy if the initial assessment is clear that there should be urgent action.

The Deputy Head is responsible for:

- Co-ordinating tactics.
- Working within the parameters of the critical incident plan.
- Deciding if evacuation or securing the Academy site is necessary.
- Controlling access to the Academy and assigning and co-ordinating staff to supervise and control the incident/site perimeter, crowds, access and traffic.
- Ensuring equipment contained in the emergency kit is available to relevant staff.
- If appropriate ensuring preservation of crime scene until police arrive and assume control.
- Collecting, organising and documenting facts, statements and information.
- Briefing incident controllers and other key officials in investigations i.e. emergency services, Health and Safety Executive etc.

## **Assistant Heads and Lead Practitioners Operational Co-ordinators**

**Location: Meet at Ground Floor Staffroom initially then deploy to areas of responsibility and form part of IMT.**

These staff will be deployed to take particular responsibilities.

### **Location:**

Main evacuation site: SPORTS MUGA

Alternative 1: School Field nearest Sky Building

Alternative 2: Goals Field (using gate behind MUGA)

First Aid Area: Medical Room

Alternative: Main Hall

Role of these staff includes:

### **Business Manager, Estate Manager and Caretaker will:**

- Meet emergency services and direct them to the scene - EM.
- Prevent unauthorised personnel from entering the site - CT.
- Attend the scene advising on safety issues - EM.
- Co-ordinate safety of the scene of the incident until additional help arrives this includes securing the scene and preventing non-essential access - CT.
- Take student/staff information to the evacuation site - BM.
- Release students and staff at evacuation site as appropriate - BM.
- Direct parents to planned locations, attend the scene, co-ordinate evacuation site - BM.

### **Classroom teachers will:**

- Regularly update the IMT.
- Pick up "missing" student list from each tutor.
- Record names of those injured and/or directly involved and collate lists for the Deputy Head.
- Record names of those taken to hospital and collates a list for the Deputy Headteacher.
- Assist in releasing students to those parents who wish to collect their child.

### **Casualty Liaison – First Aiders (Support Staff) will:**

- Co-ordinate any actions involving first aid, medical emergency and students.
- Co-ordinate first aid being given.
- Collect medical emergency kit.
- Coordinate the initial response to victims at hospital. Liaise regularly with the media and communications operational co-ordinator.
- Attend the hospital for support with a mobile phone.

### **Heads PA/ HR Manager – will have the role of Recorder:**

- Work directly with Headteacher and Deputy Headteacher to ensure all decisions are recorded.
- Maintain a log of the sequence of events.
- Be responsible for recording the time notifications were made and who has been notified.
- Maintain a log of phone calls.
- Limit and monitor the use of office phones during an emergency especially by students, strangers and visitors.
- Be responsible for making sure the emergency kit bag is taken to the Deputy Headteacher for distribution as appropriate.
- Distribute the two-way radios kept in the office charged at all times to the Headteacher and the Assistant Heads.
- Refer media inquiries to the designated staff.
- Co-ordinate requests for copying, supplies and other items needed to manage the incident.

### **Staff members responsible for Attendance**

- Assemble the lists of missing students and forward to the control centre.

### **Other Administrative Staff**

- Other administrative staff will be deployed to support operational work.

**Appendix 3: Example of Decision / Management Log:**

Decision	Why	Time

**Signed and completed by:**

## **Appendix 4: Emergency Kit: Critical Incident Bag**

### **The bag should include the following:**

- Decision logs (copies of Appendix 3)
- Incident tape
- Clipboards
- Pens/pencils
- Building maps
- Full map/plans of school and vicinity
- Copies of the Critical Incident Policy
- List of CPR trained/first aid trained school staff.
- LA and emergency phone numbers.
- Communications equipment and Batteries
- Keys (Internal & external)
- Loud hailer, Whistle or other device
- Torches
- 2-4 Blankets
- Disposable latex gloves
- High Visibility Jackets to recognise key individuals
- First Aid Supplies
- Instant ice packs

### **Confidential Information held in Office**

- Class lists/student contact information.
- List of staff/staff directory/staff emergency contact information.

### **Held by Reception Staff**

- Charged Walkie Talkies (mobiles may not work)

**This kit should be brought to the Control Centre for distribution by the Deputy Head.**



## Appendix 5: Bomb Threat Checklist

This checklist has been designed by MI5, to help members of the public to manage a bomb threat made by phone. By following these instructions, a member of staff can ensure they gather as much information as possible from the caller.

1. If possible, switch on a tape recorder or another electronic recording device.
2. Tell the caller which town/county you are answering from.
3. Record the exact wording of the threat (in the box below).

<b>Questions</b>	<b>Responses</b>
<b>Where is the bomb right now?</b>	
<b>When is it going to explode?</b>	
<b>What does it look like?</b>	
<b>What kind of bomb is it?</b>	
<b>What will cause it to explode?</b>	
<b>Did you place the bomb?</b>	
<b>Why did you place the bomb here?</b>	
<b>What is your name?</b>	
<b>What is your address?</b>	

<b>What is your telephone number?</b>	
<b>Time and date of call:</b>	
<b>Number shown (if any):</b>	
<b>Length of Call:</b>	

### Caller details checklist

Once the phone-call has ended, the person who answered the phone will complete this form at the earliest opportunity. By recording the details as soon as possible, the information provided will be more detailed, and will be more useful to the police.

<b>Caller details</b>	
The number the call was received on (including extension):	
Sex of the caller:	
Nationality:	
Approximate age:	
<b>Circle where appropriate:</b>	
<b>Threat language</b>	
Well-spoken	Y/N
Irrational	Y/N
Taped message	Y/N
Offensive	Y/N
Incoherent	Y/N

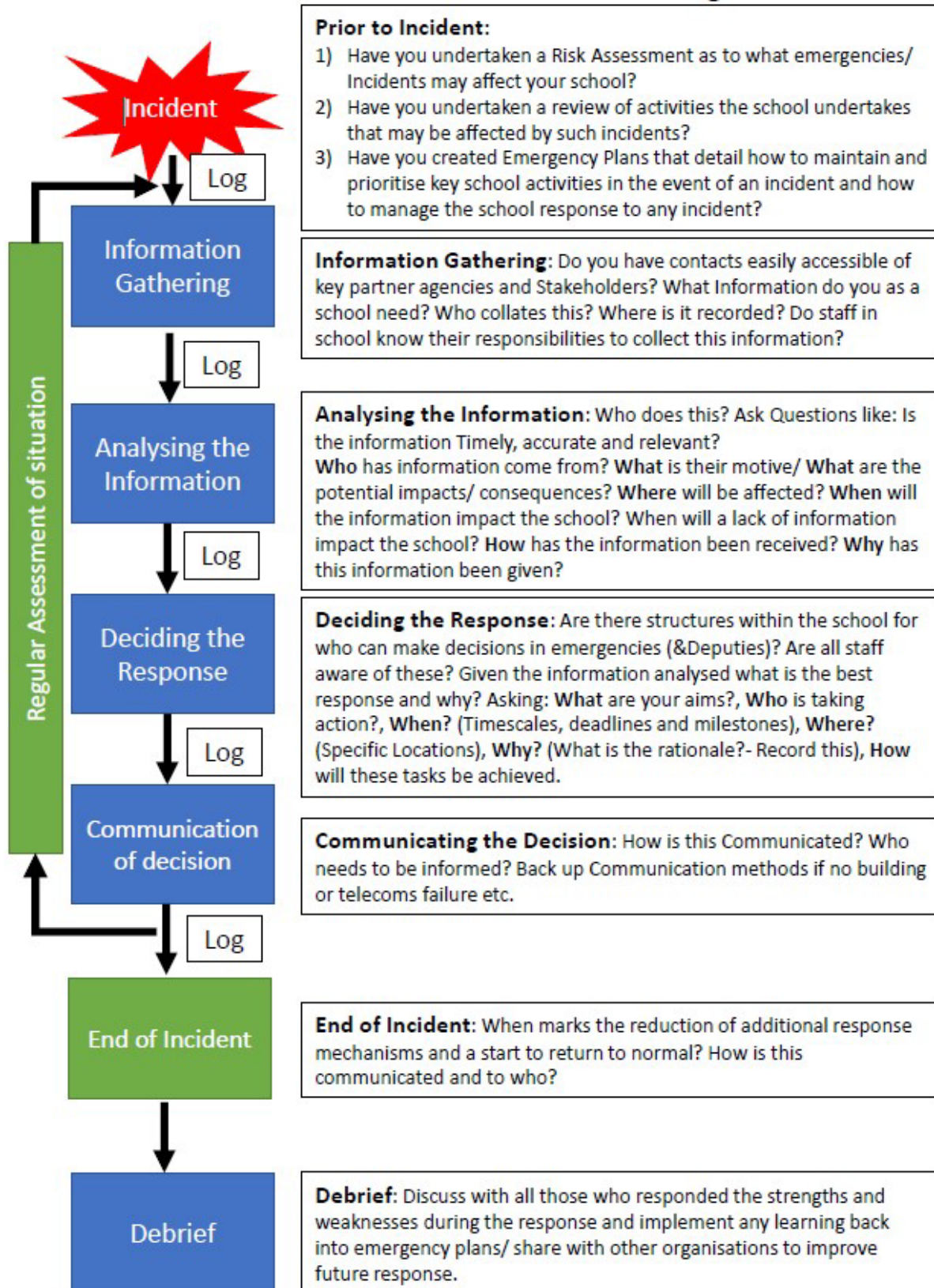
Message read by the threat-maker	Y/N
<b>Caller's voice</b>	
Calm	Y/N
Crying	Y/N
Clearing throat	Y/N
Angry	Y/N
Nasal	Y/N
Slurred	Y/N
Excited	Y/N
Stuttering	Y/N
Disguised	Y/N
Slow	Y/N
Lisp	Y/N
Different accent – if so, what type?	Y/N
Rapid	Y/N
Deep	Y/N
Hoarse	Y/N
Laughing	Y/N
Familiar - If so, whose voice did it sound like?	Y/N
<b>Other remarks (please outline below)</b>	

--

<b>Print name:</b>	
<b>Date:</b>	
<b>Signature:</b>	

## Appendix 6: Hounslow's Emergency Procedures

### Actions for School Decision Makers in Emergencies



**Flowchart of Communication for London Borough of Hounslow**  
**For Schools Acts of Terrorism or Emergencies**

School receives **threat** by Phone/Letter  
or email -



All Educational establishment to contact the  
**Police on 999 –**  
**Hoax calls are a crime and must be reported**  
**log date/time of call/incident**  
**School to refer to emergency plan**



**If out of hours contact the councils Emergency  
duty officer 020 8583 2222**



**Between 08:45- 17:00 call and confirm by  
email the council with nature of the incident**  
**Relay what action you are taking. Take into  
consideration if the threat is credible\***



For all emergencies contact: [debbie.noad@hounslow.gov.uk](mailto:debbie.noad@hounslow.gov.uk) and/ or [heidi.shearn@hounslow.gov.uk](mailto:heidi.shearn@hounslow.gov.uk) - Tel: 020 8583 2878 or 0208 583 3112 in CAS department

School to also follow up with email – generic email address : [Schoolsemergencies@hounslow.gov.uk](mailto:Schoolsemergencies@hounslow.gov.uk)



Debbie/Heidi to inform Senior Management Team  
Acting Assistant Director Vicki Taylor/Annita Cornish &  
PA Sonia Mall/Communication Manager Sagar Sharma  
/Corporate Director Victoria Lawson/Prevent  
Team(CPU) /Schools Transport Service &  
Supervisor/Contingency Planning



Senior Management Team  
inform Niall Bolger/Steven  
Forbes Executive Director  
CAS/Heads of  
Service/Education Heads of  
Service/Councillor Tom Bruce



Prevent &  
Counter  
Extremism Team



Communications  
Team/Contingency  
Planning Team



Prevent team liaise with  
Police Local SNT & S015  
DfE & the London Prevent  
Board



Met press bureau: 020 7230 2171  
provide up to date information  
agree messages released to  
public/ London Resilience  
Group & BECC control



Communications Team to update Hounslow website if schools are closing or with general information for public



Any further communications to schools regarding updates to an incident will be sent by email and text messaging service/email from Vicki Taylor/Annita Cornish/and or Debbie Noad

### **What Schools should do next**

*\*If Headteachers are unsure about the credible nature of the bomb threat please contact Debbie Noad/Heidi Shearn*

1. Confirm with Debbie Noad by email - [debbie.noad@hounslow.gov.uk](mailto:debbie.noad@hounslow.gov.uk)  
**Head teacher's mobile number** to receive a text in an emergency.
2. To ensure good practice, please add **second mobile** telephone number such – Deputy Head/Business Manager - [debbie.noad@hounslow.gov.uk](mailto:debbie.noad@hounslow.gov.uk)
3. Check your school's emergency plan is updated with the latest contact details.
4. For further details on training for emergencies contact **Contingency.planning@hounslow.gov.uk**



