

# PENNTHORPE MAJOR INCIDENTS POLICY

THIS POLICY INCLUDES THE EARLY YEARS FOUNDATION STAGE



<b>ISI Code:</b>	16c Major Incidents Policy
<b>Policy Author:</b>	Head of Estates
<b>Date Reviewed by Author:</b>	August 2023
<b>Next Review Date:</b>	August 2024

## 1. INTRODUCTION:

### A. HOW TO USE THIS PLAN:

- Follow the activation process
- Grade the incident
- Gather the related documents
- Form the IMT
- Follow the guidance for specific incidents
- Refer to the Annexes as appropriate

### B. CONTEXT:

Pennthorpe is located on a single site at Church Road, Rudgwick. During term time, there are approximately 260 pupils on site from ages 2 – 13 and approximately 85 staff. A small number of non teaching staff are at the school during the holidays, when not taking annual leave themselves.

### C. AIM:

This plan provides a framework for the reduction of disaster risks affecting Pennthorpe and, should an emergency occur, for the rapid safeguarding of our people, property and the environment in order to secure the recovery of the school's business whilst maintaining our reputation

### D. OBJECTIVES:

- Protect and save lives
- Contain the incident
- Work effectively with the emergency services
- Retain business continuity
- Assist in any investigation
- Communicate with parents and key stakeholders
- Restore normality as soon as possible
- Maintain reputation

### E. PRIORITIES:

- To minimise or eliminate any danger or risks to individuals
- To ensure that the School acts in a lawful manner
- To facilitate effective recovery
- To take reasonable steps to minimise any adverse publicity and to ensure all external enquiries are handled consistently by nominated personnel.

F. INCIDENTS COVERED:

- Site emergencies
- Offsite emergencies
- Offsite hazards
- Death / serious injury of pupils or staff
- Violence to staff or pupils
- Hostage taking
- Intruder access
- Strike action
- Bomb threat
- Infectious health hazard
- Vandalism / arson
- Adverse media attention
- Safeguarding issues
- Minor on-site utility disasters

G. DECISION MAKING RESPONSIBILITIES:

The Head, on advice from the Head of Estates, should activate the Plan. If the Head is absent then the responsibility will fall to the Deputy Head. **One of these senior managers should be contactable at all times by mobile phone.**

The Chair of the Board of Governors should be informed as soon as possible and should nominate a spokesperson for the Board.

H. STATUTORY REPORTING REQUIREMENTS:

- DfE Guidance March 2014 Health & Safety in Schools
- ISI Handbook for the Inspection of Schools
- In line with Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) and Health & Safety at Work (HSAW).
- Section 39(1)(a) of the Children and Young Persons Act 1933
- Sexual Offences Amendment Act

I. TRAINING REQUIREMENTS:

The Plan should be rehearsed once per Academic Year after appropriate training of any new staff that will be involved; a table top discussion will suffice but a 'live' exercise should be planned at least once every five years and should involve the pupils.

J. ADMINISTRATION

Plan Update. The plan was initiated in September 2012 and reviewed February 2018 and again in August 2020, via a table top exercise, and will be reviewed annually in September. The updating of the plan is the responsibility of the Head of Estates.

The plan is stored electronically on the O Drive and backed up daily.

K. LOCATION OF THE INCIDENT MANAGEMENT TEAM (IMT) ROOM:

- On-site: Within the Head's Study.
- Off-site: Rudgwick Primary School

L. DISTRIBUTION OF THE PLAN.

Copies of the Plan are kept as follows:

Action Copies	1 - 5	Staff Room, Pre-Prep Work Room, School Office, Heads Study, Operations.
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Expedition Copy	6	EVC (Educational Visits Co-ordinator)
Chair (Off site copy)	7-11	All Governors
Vice Chair (Off site copy)		See above under Chair
Off Site Copies	12- 14	Homes of Deputy Head, Head of Estates, Head of Finance.

## 2. INCIDENT MANAGEMENT TEAM (IMT) MEMBERSHIP:

### INCIDENT MANAGEMENT TEAM (WORKING HOURS):

Team Leader/Co-ordinator	Head
Spokesperson	Head/Chair of Governors
Welfare Representative	Deputy Head
Parent Liaison	Head's PA
Media Liaison	Head/Head of Marketing
Estates Liaison	Head of Estates
Legal, Insurance, Finance Rep	Head of Finance
Incident Secretary/Collator	Head of Finance

### INCIDENT MANAGEMENT TEAM (OUT OF HOURS):

Team Leader/Co-ordinator	Head
Spokesperson	Head/Chair of Governors
Welfare Representative	Deputy Head
Parent Liaison	Head's PA
Media Liaison	Head/Head of Marketing
Estates Liaison	Head of Estates
Legal, Insurance, Finance Rep	Head of Finance
Incident Secretary/Collator	Head of Finance

### SUPPORT STAFF:

Medical Rep	Matron
Liaison/Escorts	Class Teachers/Form Tutors
Media Response Team	IT Team / Front Office
Relatives Enquiry Team	Heads of Year

## INCIDENT MANAGEMENT TEAM RESPONSIBILITIES

### IMT MEMBERS:

#### A. TEAM LEADER / CO-ORDINATOR

*Responsible for effective activation and management of the plan*

- Command and manage the IMT.
- Brief IMT on a regular basis.
- Inform and brief the Chair of Governors on the incident.

#### B. SPOKESPERSON

*Responsible for being the primary contact with the media and 'external' face of the School*

- Prepare initial holding statement and later press releases (in conjunction with emergency services).
- Provide primary contact with media.
- Arrange press conferences.

#### C. WELFARE REPRESENTATIVE

*Responsible for the welfare of pupils and staff requiring medical attention*

- Maintain an overview of movements of staff and students away from school.
- Co-ordinate the provision of welfare assistance in school and to external locations.
- Liaise with hospitals, ambulance service etc.
- Arrange counselling for staff and students (if required).

#### D. RELATIVE LIAISON

*Responsible for communications with staff, pupils, and families / relatives*

- Liaise with and brief the school relatives enquiry team.
- Locate personnel records of affected students.
- Provide briefing to enquiry team on decision taken by IMT.
- Brief staff on the incident.

#### E. MEDIA LIAISON

*Responsible for managing the School's dealings with the media during an emergency in order to maintain Brand Protection and Reputational Enhancement*

- Control Media Response Team
- Provide basic facts on school
- Monitor local radio broadcasts and press.
- Provide advice to staff and students on dealing with the media

#### F. ESTATES LIAISON

*Responsible for facilitating all access to the School grounds by external stakeholders in order to ensure prompt and effective response and recovery*

- Liaise with emergency services.
- Liaise with contractors.
- Ensure that the school buildings and grounds are secure.
- Ensure safety of staff and students in school grounds.
- Liaise with GPs, environmental health on medical issues (such as decontamination of kitchens etc).
- Ensure that all visitors to school are met and escorted.

#### G. LEGAL, INSURANCE, FINANCE REP

*Responsible for the coordination and facilitation of post emergency investigation in order to demonstrate the School's duty of care and mitigate liability*

- Liaise with school insurers, accountants, bank and solicitors (and request their attendance at IMT, if necessary).
- Preserve evidence and prepare for later inquiries.
- Take legal record of proceedings (interview witnesses, take photographs, written inventory of damage etc).
- Organise replacement equipment, and secure storage of salvage.
- Account for costs.
- Check all press releases, prior to their release.
- Liaise with local authorities and relevant regulatory authorities.

#### H. INCIDENT SECRETARY

*Responsible for maintaining a record of all communications made and decisions and actions taken*

- Maintain a record of communications made and actions and decisions taken by the IMT.

### 3. INITIAL ACTIONS IN THE EVENT OF AN INCIDENT:

#### A. INITIAL ALERT PROCEDURE

##### During Working Hours

Unless the major incident is an obvious physical incident on the site of the school the initial alert may well be in the form of a Press enquiry to the main School number. In all such cases, the call must be referred without comment to the Head or in their absence the Deputy Head.

##### Out of Working Hours

Will usually be by means of a telephone call to any school number or to the Head's, Deputy Head houses or mobiles.

#### B. INITIAL INFORMATION REQUIREMENTS

- Nature of the incident.
- Exact location and time of the incident.
- Number of casualties and details of injuries etc.
- Names and home numbers of those involved.
- Emergency services involved.
- Actions taken so far.
- Location and telephone number of where the call is being made from.
- Any media response.
- Name of person who took the initial call, and time the initial information was received.

### 4. GRADING THE INCIDENT:

Grading of the incident should be done by the individual activating the plan (Head, Deputy Head, Head of Estates or Head of Finance)

### 5. INCIDENT MANAGEMENT TEAM (IMT) MEETING AGENDA:

#### I. Situation

- What happened, when, where, why (if known).
- Details of actions presently being taken, including other parties involved
- Numbers of, name, injuries, present location of all casualties, and details of those not accounted for.
- Total number of persons involved and total known to be safe and their present location. (Record all names of personnel involved, including witnesses and obtain contact numbers before sending them home.)

- Details of any visitors or contractors involved.
- Estimate of immediate effect on the school.
- Estimate of obvious weaknesses in the response.
- Details of additional support immediately required.
- Dedicated numbers for communications including fax, mobiles and e-mails.
- Deployment of additional resources to the scene with communication links.

#### J. IMT Details

- Composition of the IMT
- Location of the IMT
- Responsibility of recording details of the incident

#### K. Liaison Requirements

Contact arrangements are required for the following:

- Scene of incident
- Emergency services
- Parents
- Governors
- Media
- Regulatory authorities
- Hospitals
- Neighbouring premises
- Suppliers / contractors who also may be affected
- Associated schools

#### L. PUPILS, PARENTS AND STAFF

- Locate personnel records.
- Flow of approved information to all including relatives.
- Accounting for persons who are missing and injured, police to inform Next of Kin.
- Informing parents of persons who are safe and collection actions.
- Reception, welfare and rehabilitation requirements.
- Advice regarding enquiries from the media.
- Advice regarding giving evidence.

#### M. MEDIA ISSUES

- Spokesperson.
- What calls go where.
- Decision on the content of an immediate statement for release to public and media.
- Authorisation procedure.
- Activity on SM.
- Dark Site.
- Prepare Q&A.

#### N. OTHER ISSUES.

- Appoint spokesperson and support staff.
- Formulate statements in co-operation with other parties involved e.g. Emergency services.
- Monitoring of press and media broadcasts.
- Advice to staff, pupils and dependents regarding the handling of media enquiries.
- Hosting and escort arrangements for visiting media.
- Briefing of other sites to whom enquiries may be directed.
- Rehearsal of spokesperson.
- Audio recording of interviews, press conferences etc.

#### O. SCHOOL COMMUNICATIONS

- School Receptionist to be briefed on what calls to go where.
- Enquiry lines, parents / relatives, media, others and manning requirements.
- Operational lines with no public access.
- Fax machine with telephone attached.
- Mobile communications for liaison personnel.
- Tape recordings.
- Redirection of mail.
- Email monitoring.

#### P. FINANCIAL ISSUES

- Accounting for costs of incident including recovery considerations.
- Funding of victims and their dependents' immediate requirements.
- Sources of additional funds.
- Appeal.

#### Q. INSURANCE ISSUES

- Inform insurers and comply with conditions.
- Third party insurers.
- Assessor to the scene.
- Photographic evidence and written inventory of damage.
- Secure storage of salvage / replacement equipment.
- Disposal of waste.

#### R. LEGAL ISSUES

- Beware admission of liability, allocation of blame.
- Obtain copies of any contracts / trading conditions that may be relevant.
- Inquiry considerations.
- Preservation of evidence.
- Legal record of proceedings.
- Interviewing of witnesses.
- Statutory reporting requirements under HSAW or other regulations.
- Contact third party legal advisers including dependents who may be affected.

#### S. MEDICAL ISSUES

- Liaison with hospital, GPs, Environmental Health Officers.
- Decontamination (kitchens etc).

#### T. ADMINISTRATION

- Security of site, meeting rooms, records, salvage and replacement materials (high vulnerability to theft after replacements are made).
- Emergency power and lighting.
- Making place safe or cordon off unsafe areas.
- Controlled re-occupation.
- Alternative accommodation and facilities.
- Catering.
- Transportation.
- Overnight manning.
- Off-site storage of records and plans.

#### U. RECOVERY

- At an early stage appoint a separate team to look at recovery arrangements, which will include many of the items listed above including:
- Clean-up / disposal of waste (consider evidential requirements).
- Inventory damage.
- Prioritise the clean-up / recovery.



- Welfare and counselling arrangements.
- Funding of victims' or dependants' immediate requirements.
- Attendance at funerals, purchase of wreaths.

## 6. EQUIPMENT AND RECORDS:

Facilities required at the IMT meeting room and alternate location, including databases, alternate communications, local and site maps with key locations and telephone numbers are to be co-ordinated by the Head's PA.

## 7. RELATIVE RESPONSE GUIDELINES:

Guidelines on the handling of calls from parents, relatives and friends of pupils at the school are at Annex C

## 8. SPECIFIC INCIDENT CHECKLISTS:

See separate enclosures

## 9. KEY CONTACT TELEPHONE NUMBERS:

See Annex B

## 10. ANNEX A: LAYOUT AND ORGANISATION OF IMT

### CHECK LISTS - MAIN EVENT

- |  |   |
|--|---|
| • IMT                                    | Head's Study                                |
| • Media Response                         | Head's PA's Office                          |
| • Parent Response                        | Deputy Head's Office                        |
| • Press Briefing                         | Library                                     |
| • Authorities / Emergency Services       | Operations                                  |
| • Telephone Answering                    | School Office                               |
| • Log Books, notepads etc.               | Head's PA                                   |
| • Pupil Information                      | School Office                               |
| • Map board and relevant maps            | Head's Study                                |
| • Clocks                                 | All rooms                                   |
| • Flip Charts                            | Staffroom                                   |
| • Computer allocation, fax & photocopier | Available in the School Office & Staff room |
| • Mobile Phones and chargers             | Estates Department                          |
| • Camera                                 | IT  |
| • Transport                              | Estates Department                          |

### CHECK LISTS - Local Map

- External contact telephone numbers incl. service suppliers
- Location of utility services cut-off valves and junction boxes
- Hazardous material stores
- Entrances and exits plus parking areas
- Location of hydrants & risers
- Fire equipment points
- Fire assembly points plus alternatives
- Underground pipes and drainage
- External telephone points and call boxes



## 12. MAJOR INCIDENT PLAN

### QUESTION SHEET

FROM:	
DATE:	
TIME:	
QUESTIONS:	
ANSWERS:	

## 13. ANNEX B: CONTACT DETAILS

### **PENNTHORPE SCHOOL TELEPHONE NUMBERS: 01403 822391**

	Internal Extension	Home Number	Mobile Number
Head	200	07876 574506	07876 574506
Chair of Governors	S Browne	07758 628997	07758 628997
Head of Estates	227	07790 960046	07790 960046
Head of Finance	208	07758 628997	07758 628997
Deputy Head		07812 395189	07812 395189
H&S Governor	R Sharkey		

### **TELEPHONE CALL FORWARD SHEET**

Once the call is answered, to transfer to another extension press the transfer button and enter the extension number.

Wait for the call to be answered and then put your handset down.

If they do not answer the extension number, to recover the call press the flashing green button.

## 14. ANNEX C: RELATIVE ENQUIRIES GUIDELINES

### THE AIMS OF THE RELATIVES ENQUIRY TEAM ARE:

- To draw calls away from other locations.
- To give assurance to callers.
- To ensure that external callers are dealt with in a professional and caring manner.
- To control the release of factual and approved information. The school must speak with one voice and be seen to speak with one voice.
- To gather information from relatives.
- To provide welfare assistance if required.

### GENERAL GUIDELINES IN REPLYING TO PHONE CALLS

- Be considerate and caring.
- Be calm and controlled.
- Be prepared to listen to concern and do not interrupt.
- Ensure that your tone of voice is comforting not patronising.
- Treat them as individual important people.
- Do not offer to call people back. Ask them to ring you in an hour, explain that you are very busy and that there are a number of relatives who will be waiting to call the team. BUT, if you promise to ring back, keep your promise.
- Avoid direct expressions of sympathy.
- Avoid attempts at reassurance (if you don't have confirmed information).
- Be patient and methodical.
- Reassure them that the school and the emergency services are doing all they can to respond to the major incident.
- Keep a record of all calls, and what was said on the calls.
- Ask them to stay on the number that they are on, or suggest that they move to a friend or relatives house for support (if they do, ask them to call in and let you know the new telephone number).

### DO'S AND DON'TS

#### **DO'S**

- Only give approved confirmed information (this will be updated regularly).
- If in any doubt about any caller or your response, consult the Team Leader.
- Always try to be helpful.
- Be considerate.
- Keep calm.
- Give your name if asked.
- Say that you are an authorised spokesperson if asked.
- Assume everything you say will become public knowledge.
- Defend the School at all times
- Ensure calls are returned if you have promised to.
- Take a break if you are feeling over-stressed.
- Refer the calls from the media to the Media Team.

#### **DO NOT**

- Do not lose your temper.
- Do not speculate.
- Do not give out unofficial information.
- Do not promise to ring back unless you absolutely have to.
- Do not withhold any publicly available information.

## 15. ANNEX D: ACTIONS IN EVENT OF A MAJOR INCIDENT ON A SCHOOL TRIP

### GUIDANCE ON EMERGENCY PROCEDURES

A copy of the following guidelines must be taken by all party leaders and their deputies. This plan is included in the Educational Trips Policy.

- Establish nature and extent of the major incident.
- Make sure that all other members of the party are accounted for and safe.
- If there are injuries, establish their extent and arrange medical treatment (first aid can be administered if you have been trained and feel capable - but be aware of consequences that might follow were you to give incorrect treatment).
- Establish names of the injured and call relevant emergency services.
- Advise other party staff of the incident and that emergency procedures are in operation.
- Where possible ensure that an adult from the party accompanies casualties to hospital or if on your own advice the school and then you go with the injured pupil(s); the Emergency Services will look after the rest of the party until another member of staff arrives.
- Ensure that the remainder of the party are adequately supervised throughout and arrange for their early return to base.
- Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all children are accounted for.
- Control access to telephones until contact is made with the Head, Deputy Head, Head of Finance or Head of Estates and until they have had time to contact those directly involved. Pass full details of the incident (name, nature, date and time of incident, location of incident, details of injuries, names and telephone numbers of those involved, action taken so far).
- Telephone numbers for future communication; identify alternate telephone numbers in case telephone lines become jammed).
- The school will arrange to contact the parents of those involved. In serious incidents the parents of all party members should be informed.
- A designated person should act as the point of contact with the media to whom all involved should direct questions.
- Under no circumstances should the name of any casualty be divulged to the media.
- The Party Leader should write down as soon as practicable all relevant details. A record should be made of any witnesses. Any associated equipment should be kept in its original condition.
- Legal liability should not be discussed or admitted.

- As soon as practicable all accident forms (Annex H) should be completed and insurers and HSE or Local Authority inspectors should be contacted.
- Inform parents via the school of any delays that will be necessitated.

## 16. ANNEX E: MAJOR INCIDENT MEDIA RESPONSE PACK

Principal Media Contact: HEAD MRS LYDIA WALLER  
 Tel (Work): 01403 EXT 200  
 Mobile: 07521 708327

### PLANNING

The media strategy will be set by: IMT  
 Statements will be authorised by: Head / Chair of Governors  
 The spokesperson will be: Head / Chair of Governors  
 The Deputy Spokesperson will be: Chair of Governors  
 The Media Response Team (MRT) will be in: Head's PA's office  
 Interviews will be held in: Library  
 Press Conferences will be held in: Library

### WHEN THE INCIDENT HAPPENS - STRATEGY

Do the media already know about the incident? YES / NO  
 Has the school been connected with the incident? YES / NO  
 Is the school likely to be connected with the incident? YES / NO

- If the answer to any of these questions is no, then we may decide to keep quiet about it. If so, we need to prepare a short statement in case we are found out.
- Centralise all media enquiries and make sure that only one or two people reply to them.
- Prepare background material to reply to difficult questions and be sure to cover the areas where we may be criticised.

***If the media know about the incident and have connected it with us, are we likely to be shown in a bad light?***

- If the answer is YES, then prepare a short statement and use it to reply to any questions.
- Centralise all media enquiries and make sure that only one or two people reply to them.
- Prepare background material to reply to difficult questions and be sure to cover the areas where we may be criticised.

***The media know about the incident and about our involvement. Is the whole school unlikely to be criticised and do we emerge from the incident quite well?***

- If the answer is YES, prepare a short initial statement. It should tactfully and with restraint say what the school has done well (e.g. "The intruder was restrained by the Games Master and police were called").
- Should this statement be released proactively?



- Can we still be criticised? (e.g. Why was it only the Games Master that stood between Year 7 and oblivion?).

**Agree three or four positive points.**

- Our good record so far
- The care we have taken to try to prevent incidents such as this from occurring
- The speed and quality of our response to the incident
- The care that we are offering to children and parents (e.g. counselling)

BRIEF EVERYONE ON THE POSITIVE POINTS. MAKE THE POSITIVE POINTS WHENEVER POSSIBLE. SPEAKING TO THE MEDIA IS LARGELY A MATTER OF REPETITION. THERE IS NO GUARANTEE THAT THE MEDIA WILL REPORT WHAT WE SAY: SO LET'S MAKE SURE WE SAY IT OFTEN ENOUGH.

**What are we going to do about pupils and parents who may speak to the media?**

- We have no right to 'gag' pupils or members of staff; any attempt to do so may be counter-productive. It is better to shelter them from the media attention, at least for the first few hours of the incident when they may be shocked and distressed. The Police and health services may help with this. We can offer to let them stay on at school to keep them away from media intrusion, but we cannot keep them in school nor can we stop them using the phones. If the media can't find them then they can't talk to them.
- The media may track down and hound individuals. If so, a dignified appeal to the editors may help. Or we may be able to arrange protection e.g. by asking the Police for help or by sheltering the individuals on the school premises until the media go away. We can only do this if the individual asks us for help otherwise we may look as if we have something to hide. It may be worth persuading people at this stage to make a short statement or in writing through the school.
- Some parents or pupils may be interviewed in a state of shock shortly after the incident has occurred. They may say anything in such a condition. There is little that we can do about this, except possibly imply that "whilst we fully understand and even to some extent share their sense of anger and grief, they may take a different view when they have heard the full story"
- Some parents may set out to be critical of us. There is nothing that can be done about this except prepare our answer and take every opportunity to make it, try at all times to be sympathetic and understanding.

(NB. Many people think that they can make a lot of money by selling their story to the newspapers. This has the advantage of taking the other media off our back as they will not want to build interest in a rival's story. However, there are two disadvantages:

- You do not get paid as much as you might think
- The buying newspaper wants value for its cash - i.e. a sensational story - and there is no control over what they print. Often it is not what might have been said to them.

If parents do sell stories in this way, we should take specialist advice.

There may be a lot of sympathy for Pennthorpe if the public view is that the incident was not our fault and we can show that we took reasonable steps to prevent it. In some cases an incident may even be a PR advantage to us, if we can demonstrate that we have taken sensible precautions and reacted quickly. We should take every opportunity in such cases discreetly to

point out the advantages of the School. However, the tone we adopt is crucial. We can rapidly lose sympathy by seeming arrogant or uncaring or elitist.

Spokespersons must make sure that what is said is backed up by facts, respects the feelings of others, and does not seem to dismiss the gravity of the situation.)

#### WHEN THE INCIDENT HAPPENS: INITIAL STATEMENT

- Express regret. ("I regret to confirm that ....")
- Briefly describe the incident ("two pupils from No Name School were killed today in a climbing incident in Austria.") [Note: do not imply cause or blame. use neutral words like 'incident' or 'accident' wherever possible.]
- Include whatever good news we can, providing we are certain that it is accurate. (The remaining 14 pupils in the party are unhurt and are being looked after by school staff in Austria") [Again, don't be too specific in an initial statement.]
- Say what the school is doing ("We are notifying the parents of the children concerned. Two additional members of staff are flying to Austria to be with the group.")
- If we haven't done so already, say whether the parents have been notified. At this stage we may wish to appeal to the media, if they have the names, not to publish them until the parents have been informed. This may work but we have no guarantee that it will. It is best reserved for special cases - e.g. if we can't contact a parent because they are on holiday, but expect to do so within a few hours.
- Say why we can't say anymore at the moment. ("Until we have more information ourselves I cannot tell you anymore. We are busy here trying to make arrangements for the pupils ....")
- Tell the media where they can reach us. Give names and telephone numbers.

#### WHEN THE INCIDENT HAPPENS - ANSWER TO DIFFICULT QUESTIONS

These answers cannot be prepared in advance and should be completed on the computer and then issued to the MRT and Spokespersons:

##### **1. What is the school policy on security?**

- What measures do we have in place?
- Have we taken police / professional advice?
- When did we last assess our security measures?
- Have we ever had a security incident before?

##### **2. What is the school policy on safety?**

- What measures do we have in place?
- Have we ever taken professional advice?
- When did we last assess our safety measures?
- Have we ever had a safety-related incident before?

##### **3. What is the school policy on drugs?**

- What do we do to prevent drug abuse in No Name School?
- Have we had any examples of drug abuse (and what did we do about them)
- Do we keep in touch with the Police? (How often and at what level?)

##### **4. What is the school policy on bullying / violence?**

- What do we do about bullying / violence?
- Have we had any recent cases? What did we do about them?
- Do we keep in touch with the Police? (How often and at what level?)

### **5. What is the school policy on adventure training / outdoor activities?**

- How often do we do this sort of activity and where?
- What national guidelines do we follow?
- What steps do we take to check out the activity provider?
- What training do accompanying staff have?
- Have we ever had problems like this before?

### **6. What is the school policy on overseas travel?**

- Do we do this sort of activity? How often and to where?
- What national guidelines do we follow?
- What steps do we take to check out the activity provider?
- What training do accompanying staff have?
- What rules do we have (e.g. about the staff / pupil ratio)
- Have we ever had problems like this before?

### **7. What is the school policy on using minibuses?**

- Do school staff drive them?
- Do the drivers have any special training?
- If we use outside companies, what steps do we take to vet them?

### **8. What are the school's arrangements for contacting parents in an emergency?**

- Do we keep all their names and details centrally?
- How do we ensure that our records are up to date?
- How many people are available to ring around parents?
- Do we have a plan to bring people in out of hours?
- Are there any special problems (e.g. a large number of parents working overseas?)

### **Any other difficult questions?**

#### WHEN THE INCIDENT HAPPENS - ANSWERS TO DIFFICULT QUESTIONS

We cannot prepare these in advance. Remember these as guidelines:

#### **DO NOT**

- Say anything that could be seen as libelous, that seems to imply blame of anyone else, or that might be held to prejudice a trial or inquiry.
- Admit any liability - this may invalidate our insurance.
- Say anything which identifies individuals, at least until their parents or next of kin have been informed; this applies to staff as well as pupils.
- Appear to speak on behalf of other individuals or organisations, unless you have agreed what to say with them first. (To say that "I'm sure that Mrs Bloggins feels very upset but she understands that ...." or "The Fire Brigade said this couldn't possibly have been an accident..." is simply inviting journalists to play your comments back, and Mrs Bloggins and the Fire Brigade to contradict you.)
- Answer hypothetical questions

#### **DO**

- Say that full details are not yet available, so you cannot yet say exactly what happened. (This is usually the case.) But give details which you are sure of - e.g. the time you were contacted, the actions the school has taken.)
- Monitor the questions you are asked and identify what 'angles' the media are covering (e.g. who are they criticising/ us or someone else? What are they criticising us for? Try to prepare answers to these 'angles'.)

- Avoid controversy, especially anything which may seem to criticise others.(e.g. if asked when you rang the Fire Brigade, bear in mind that this may be an attempt to criticise the Fire Brigade for slow response. Try to stay out of that sort of media argument: time enough to look at that once the incident is over).
- Provide factual details to back up our 'positive points'.(Rather than simply saying "we have a good safety record" it is much better to say "we haven't had any injuries in school for 10 years"; but be sure you are accurate. Similarly, rather than saying "our staff are experienced at leading this sort of trip" it is better to say "the member of staff in charge speaks fluent German and has led three previous trips to this area in Austria....").
- Provide factual details to counter allegations against us. ("The school had its last fire inspection in 20xx, we were only required to undertake limited work, which we did.")
- Remember our positive points. Update or improve them as the situation develops.

#### SHOULD WE AGREE TO AN INTERVIEW ON TV OR RADIO?

- Depends if we have something we want to say; what is in it for us?
- Who will do the interview? Have they had training? Will they come over well?
- Make sure the interviewee has been properly briefed. Think through the difficult questions in advance that he/she may be asked, and prepare the answers.
- For a TV interview – Where, try to resist having a dramatic background. If the school has just burnt down, the TV crew will want to film the interviewee in front of it. Is this image we want people to remember? (Maybe it is, if it wasn't our fault and we are appealing for help to rebuild it. Maybe it isn't, if we forgot to have the fire extinguishers refilled.)

#### SHOULD WE GIVE A PRESS CONFERENCE?

- This is not usually necessary unless the story is very big. Then it gives us the opportunity to get our message across to a lot of media at once; but remember to ask ourselves: what's in it for us? Why are we doing this? What message do we want to get over?
- If we give a conference, or take part in one organised by the Police, prepare thoroughly. Anticipate awkward questions and work out the answers.
- If it is our own press conference, field a team of people. One should chair and control it: his job is not to answer questions but to introduce the speakers and give them time to think and some protection. He may also allocate questions amongst our team. Others on the team should be a senior person (HM) and one or two people with special experience of the incident or problems that it raises.
- Only let in genuine media (ask to see their press cards or ID). Pressure groups can hijack the conference and make it a public debate (which TV will love but we won't).
- Agree ground rules with TV cameras beforehand.
- Ensure the room is tidy and clean, and the background is suitable. Think about our overall image. Dress suitably.
- Let the journalists in by one entrance and have another exit for your own team to leave by. The chairperson should be firm and ensure that the team get away as soon as the conference ends. No 'off the record' private words.

**IF THERE IS A TV CAMERA OR MICROPHONE IN THE ROOM ASSUME IT IS ON AT ALL TIMES!**

## 17. ANNEX F: LOCK DOWN PROCEDURES

### A. INTRODUCTION

Following a number of incidents internationally and one at a school in Surrey it has become apparent that Pennthorpe School must have a set of procedures to adopt in the face of a direct threat of violence against the School itself or individuals in it.

### B. AIM

To maintain the staff and pupils in a safe environment in the event of a direct threat of violence against the School.

### C. GENERAL

Threats of violence could come from many sources, the most likely would be:

- A disaffected pupil past or present
- A disappointed and unsuccessful applicant to become a pupil
- Terrorist looking for a 'soft' target or against a specific 'high profile' pupil
- Direct criminal activity

Threats could be pre-warned (if we're lucky) but most likely it would be a surprise 'attack'. It is prudent therefore, to plan for all eventualities and contingencies have been drawn up for the following scenarios:

- Normal daytime working week
- After School

### D. DAYTIME ALERT

Any alarm received during the day will result in a two-phase reaction:

#### Phase I – remain in current location:

- Classrooms in use will draw blinds, lock the door and wait for further contact.
- PE/external classes should move to the nearest building
- Estates staff to be deployed to all buildings to ensure lock-down being enforced and then return immediately to the Main Building.
- Operations staff and anyone in the Main Building to remain in the building and lock all external doors.

#### Phase II – move to safe building under police escort

- The Police will arrange escorts.
- Everyone to remain in Phase I locations until contacted.
- Note Communications in the following paragraph.

### E. ALARM & COMMUNICATIONS

An audible alarm (siren) would alert any intruder and may extend the chaos and will therefore not be considered.

Any alert will be passed via PCs on the Academic Network and text via School Post, which should cover all staff both academic and support.

Teachers in classrooms will receive an alert on the screen of their PC as well as a School Post text on their mobile; they should take the following action:

- Keep calm!
- Lower blinds and lock the door.
- Email enquiries@pennthorpe.com with the following details:

- Your name and number of pupils.
- The class you are teaching.
- Location.
- A mobile phone number if you have one.
- Any other appropriate information.
- Wait for an acknowledgement.

It is essential that two-way communication is established at this stage in order to facilitate Phase II.

### After School

After school the pupils could be almost anywhere on site, the problem will be to locate and secure them.

### **F. COMMAND & CONTROL**

Ideally the Incident Management Team (IMT) should form as soon as possible but this may not always be possible or safe to do so.

### **G. DURING THE WORKING DAY**

The Incident Management Team (IMT) should be formed as soon as possible and only using staff available in the Main Building

### **H. AFTER SCHOOL**

The duty member of SMT should be informed as soon as possible; that person should form the IMT with as many available staff but only if safe to do so.

### **I. LOCATING STAFF AND PUPILS**

A Central Register will be compiled

### **J. IT**

IT staff should secure the IT area.

### **K. REFUGE AREA**

**In Phase II the safe building will become the Refuge Area for the whole school with the exterior secured by the Police**

IMT	HM Office
Relative Relations	Workroom/SMT Offices
Media Relations	Head's PA Office
Police Liaison	HM Office
Feeding Area	Catering staff will be informed to bring snacks, fruit and water to Refuge Area
Lavatories	Estates Team to supply buckets
Medical Support	Matron will bring 'Fire Drill Box' and pupil medication (epi pens, inhalers)

## 18. ANNEX G: AIDE MEMIORE FOR SPECIFIC INCIDENTS

Some of these events may appear extreme and unlikely to occur or affect the school. However, many such incidents have occurred at home and abroad in recent years.

### **FLOODING**

#### **BUILDING RELATED**

- Switch off stop cock.
- Call Maintenance Team.
- Call water supplier if necessary.
- Monitor the situation.
- If necessary, evacuate the area.
- If flood worsens evacuate the whole building.

#### **ENVIRONMENTAL FLOODING**

- Assess the situation and keep in touch with the Environmental Agency and Local Authority.
- Tune in to local radio or use the Flood Line for updates.
- Consider removing equipment, pupils, staff and pets from the area of risk.
- If safe to do so turn off the gas, electricity and water supplies before flood water enters the premises.
- Keep dry and out of flood water if possible.
- If whole school is at risk, evacuate if that is the safest option.
- Do not evacuate if you are uncertain about the continuing safety of staff and pupils - please note that 80% of flood deaths occur in vehicles.
- If it is necessary to walk through shallow flood water, take care for hidden holes, obstacles and other hazards..
- Have communication plan in case of loss of power

### **FIRE**

- Activate the fire alarm.
- Do not tackle the fire yourself.
- Call 999 Fire Service.
- Follow Fire Drill Procedures as normal.
- Fire extinguishers are there to enable staff and pupils to exit buildings as safely as possible - do not try to put a major fire out that is the job of the Fire & Rescue Service.
- Ensure everyone is out and clear of the building.
- Report missing persons to the IMT.
- Consider the locations of the Assembly Points in relation to any smoke drift and weather conditions. Pupils may need to be moved to a more suitable area.
- If the fire worsens remove the pupils immediately from the area or site and as far away as logistically safe/practical as possible.
- If the site has been evacuated make sure someone has been nominated by the IMT to meet the Fire & Rescue Service.
- Given the 'All Clear' make sure no pupils are missing on re-entering the building.

### **LIGHTNING STORM**

- If pupils and staff are outdoors avoid water, hilltops and trees. Stay away from any metal objects and avoid contact with others.

- If you think your pupils are at risk of being struck, inform them to drop to their knees and bend forward. DO NOT LIE FLAT.
- If in a building instruct pupils to move away from windows and do not touch the metal structures, 'phones or computers.
- If in a building stay inside, encourage visitors to shelter in the school.

## **EARTHQUAKE**

A major earthquake is not likely to happen in the UK but small tremors have occurred so here are some important points to consider:

- If one or two people are in the room the safest place to be is under the door frame.
- With a class of children ask them to take cover under their desks and cover their faces with their arms to protect against falling objects.
- Once the initial shocks have ceased and there is major damage to the building, evacuate. If not, carry out a risk assessment and consider moving out of some of the building.
- Contact a property surveyor for advice if unsure about the structural integrity of the building.

## **INDUSTRIAL EMERGENCY NEAR SCHOOL**

- Pupils and staff should remain in the school building and await further instruction from the LA and council emergency teams and/or emergency services.
- This may include closing all doors and windows and covering extractor fans to minimise inhalation of fumes or smoke.
- Schools may wish to consider the best place in the building to shelter depending on the circumstances. For example, sheltering on the leeward side of the building in case of toxic release.
- Stay tuned to local radio - consider switching to a battery operated radio in the event of loss of power.
- School should remain in shelter mode until the emergency services and/or local authority give the all clear.
- Encourage visitors to shelter in the school building.

## **ATTACK ON A STUDENT OR MEMBER OF STAFF**

- At the scene students should know to seek assistance from a member of staff.
- If staff witness the assault they should try and distract the assailant without risking themselves: do not engage physical contact, do not further agitate the assailant, maintain eye contact, be courteous and patient, use the word "stop" and the names of the people involved to promote familiarity.
- Staff should disperse spectators and therefore eradicate the risk of further injury.
- Staff should contact emergency services as appropriate.

## **FIGHTS BETWEEN PUPILS**

- In deciding upon what action you take consider the safety of the pupils concerned and the safety of any other pupils.
- Assess seriousness of situation and if necessary tell a reliable pupil to get immediate assistance from another member of staff.
- A teacher should always remain at the scene.
- Take control and give clear and assertive directions to stop.
- Arrange for first aid if appropriate.



- Escort both parties to main office.
- Call the parents and/or police if necessary.

### ***HOSTAGE SITUATION IN SCHOOL***

- Do not try to intervene or be a hero.
- Co-operate and follow the instructions of the hostage taker.
- Try to remain calm and spread calmness. The children are likely to try and copy your behaviour.
- Isolate hostage area by evacuating other pupils or through lockdown procedure.
- On arrival of emergency services, provide them with a map of the school.

### ***MISSING CHILD / ABDUCTION / RUNAWAY***

- Report to the Head.
- The timing of when you do each of these steps will depend upon the situation. If there is a possibility the child has been abducted the police should be called immediately.
- Establish the CAT and arrange search parties.
- Search the school or area of off-site visit working from last known sighting point.
- Call family and friends to see whether he/she is with them ensure no undue consternation or worry is caused by this call.

### ***ATTEMPTED ABDUCTION***

- Ensure that pupils have the 'tools' for dealing with an attempted abduction, and re-enforce this with parents.
- Suggest that parents and child have a code word that only they and their child know for emergency situations when someone else is collecting the child.
- Consider, particularly for primary age children, insisting on having a named 'pick-up' person who ideally is known by the school.

### ***THREATENING PERSON IN A SCHOOL BUILDING***

- Assess threat.
- Call Police.
- Keep classroom/students secure.
- Initiate lockdown\* procedure if necessary. (\* lockdown - secure facilities to prevent access/egress for safety of occupants)
- If no one is in danger observe the intruder until the police arrive.
- If people are threatened, staff should consider attempting to draw the attention of the intruder away from those affected. When appropriate escape to a more secure area.

### ***THREATENING PERSON OUTSIDE SCHOOL GROUNDS***

- Assess threat.
- Call Police
- Ensure all children are moved within the school building, if required.
- Head will carry out lockdown procedures if necessary.
- Remain in classrooms until the all clear has been given or evacuate as a result of instructions from the authorities.

### ***MARAUDING TERRORISM FIREARMS ATTACK (MTFA)***

- If shots are heard instruct everyone to take cover if appropriate (i.e. on the floor or under desks).
- Assemble in a secure location or activate the lockdown procedure if more appropriate than moving pupils across site.
- Call Police.
- Check for injuries and missing pupils/staff by use of phone calls to rooms in turn (if lockdown in force)

## **BOMB THREAT**

- DO NOT turn anything electrical on or off, except the fire alarm.
- Quickly survey your room for any unusual items or packages. DO NOT TOUCH THESE ITEMS.
- Report anything suspicious or unusual.
- Evacuate using the fire drill procedure. The assembly point should be far away from the school as possible e.g. furthest point on the school fields taking account of the exit route so as not to transit past the indicated hazard area.
- Take register. Report missing students to the Director of Operations.
- The person taking a call issuing a bomb threat should not interrupt the caller except to ask the following questions:
  - When is the bomb going to explode?
  - Where is the bomb?
  - What does it look like?
  - What kind of bomb is it?
  - What will cause it to explode?
  - Why are you doing this?
  - Who are you?
  - Where are you calling from?
  - Are there any further hazards outside?
  - Note the caller's voice and background sounds such as:
    - Male or female?
    - Estimate of age (young, middle age, old)
    - Indication of accent/dialect, ethnicity, level of education
    - Other voice characteristics: stutter, nasal sound.
    - Did the caller seem familiar with the facility?
    - Was there any background noise?
    - Use the log to record all of this information.

## **UNSAFE STRUCTURES**

- Evacuate the school or building if necessary, moving out by a safe route identified at the time.
- Move away from the building if very serious.
- Contact Property Surveyor to report concerns.

## **UTILITY FAILURE**

- Teachers should stay in the classroom with the children until further instructions are given.
- Teachers who are not teaching should immediately report to the main office.

- The company of the power source must be telephoned and a time established for resolving the problem.
- If school is to be closed, please refer to closure policy guidelines

### **SCHOOL TRIPS/ OFFSITE INCIDENTS (See Annex E)**

If an emergency occurs on a school visit the group leader should maintain or resume control of the group overall. The factors to consider include:

- Establish the nature and extent of the emergency as quickly as possible.
- Ensure all other group members are safe and looked after.
- Establish the names of any casualties and get immediate medical attention.
- Ensure that a teacher goes with casualties to hospital with any relevant medical information and that the rest of the group is adequately supervised at all times and kept together.
- Notify the police if necessary.
- Ensure that all group members who need to know are aware of the incident.
- Ensure that all group members are following the emergency procedures and roles are allocated as necessary.
- Inform the school contact and provider/tour operator (as appropriate). The school contact name and number should be accessible at all times during the visit.

Details of the incident to pass on to the school should include:

- Nature.
- Date and time of incident.
- Location of incident.
- Names of casualties.
- Details of their injuries.
- Names of others involved so that parents can be reassured.
- Action taken so far.
- Action yet to be taken (and by whom).

The school contact should:

- Notify parents providing a full factual account of the incident as possible.
- Notify insurers especially if medical assistance is required (this may be done by the school contact).
- If the emergency happens abroad notify the British Embassy/Consulate.
- Ascertain phone numbers for future calls; try not to rely only on mobile phones.
- Write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence.
- Keep an incident log of all events, times and contacts after the incident
- Complete an accident report form as soon as possible and contact the District Council's Health and Safety Advisor and HSE if appropriate.
- No one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause further distress to their families.
- All media enquires must go through the Head.
- No one in the group should discuss legal liability with other parties; nothing should be signed relating to the accident liability without clear advice from the Head, Chair of Governors or designated deputy.
- Keep receipts for any expenses incurred, as insurers will require these.

### **DEATH**

The death of someone associated with the school may not be considered to be a Critical Incident, especially if it was expected, but nevertheless can be very upsetting for a large number of people. Therefore we advise that the Critical Incident guidelines are followed as appropriate.

## **HEAT WAVE**

Floods and snow grab the headlines in terms of emergency planning. Yet statistically more lives have been claimed by heat than by all other extreme weather events combined.

Heat waves are a natural, technological, and social hazard which makes preparation for, and response to these climate events, complex. Usually it is after multiple days of oppressive heat that populations are affected. Particularly at risk are the very young and very old, and people with chronic diseases.

Schools are advised to consider their local arrangements and planning for this in the first half of the summer term.

### **Planning for a heatwave**

Guidance about what schools can do to plan for, and respond to, heatwave conditions, is published by the Health Protection Agency. This can be found at:

[http://www.hpa.org.uk/Topics/EmergencyResponse/RespondingToConventionalHazards/ForcesOfNature/Heatwaves/heatwaves\\_teachers/](http://www.hpa.org.uk/Topics/EmergencyResponse/RespondingToConventionalHazards/ForcesOfNature/Heatwaves/heatwaves_teachers/)

### **Heatwave Watch**

The Met Office Heat-Health Watch system operates from 1 June to 15 September in association with the Department of Health. Details are available at

<http://www.metoffice.gov.uk/weather/uk/heathealth/print.html>

### **Sun protection**

National guidance for schools on sun protection, which is particularly important for young children, is now located on the Cancer Research website:

<http://info.cancerresearchuk.org/healthyliving/sunsmart/schools/>

If you wish to view the Department of Health's full Heatwave Plan this can be found at -

[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_114430](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_114430)