



The Kingfisher Schools Federation

Critical Incident Policy

1. INTRODUCTION

A critical incident is one that triggers a real, perceived or possible threat to a member, or members of the school community, school property or the school's reputation and credibility.

A critical incident is managed best when:

- Quick and efficient action ensures it does not escalate into a crisis;
- The impact on the school community is kept to a minimum;
- The dangers have been anticipated and action planned to manage it;
- The Critical Incident Management Team is in control of the situation;
- A complete emergency contact list is maintained and is readily available;

Incidents may be pupil or personnel related (e.g. injury, illness or accident, both on school premises, or on a school-arranged trip away from school premises), or premises related (e.g. material damage through fire, collapse, adverse weather, criminal or accidental damage). It is important to deal quickly and efficiently with the practicalities of an incident, and also to recognise the traumatic effect that it can have on the people involved, both children and adults.

Some incidents are completely avoidable if foresight has been exercised, potential risks identified and evaluated and preventative measures put in place.

2. STAFF AWARENESS

Both teaching and non-teaching staff in school will be kept informed of arrangements for dealing with critical incidents, including who to contact in case of emergency. Managing critical incidents will be dealt with on a regular basis through staff meetings.

This policy provides details of the Critical Management Incident Team; on guidance in coping with a traumatic situation, in accordance with Suffolk LEA's guidelines.



There is also a set of appendices containing forms, checklists and emergency telephone numbers.

3. CRITICAL INCIDENT MANAGEMENT TEAM

The members of the Critical Incident Management Team (CIMT) are:

Head Teacher - HT
Senior Teacher - ST
Chair of Governors - CG
Vice Chair of Governors - VCG
Governor responsible for Health and Safety - GHS
Business Manager - BM

4. RESPONSIBILITIES OF THE CIMT

At the planning stage:-

- Preparing a contingency plan;
- Updating existing policies;
- Arranging staff briefings and training;
- Preparing contact lists and making them readily available;
- Identifying individuals to perform specific tasks;
- Preparing emergency contact lists;

At the incident stage

- Communication and record keeping;
- Information and briefings;
- Liaison with helpers and visitors;
- Press and media liaison;
- Arranging support for individuals;

5. COMMUNICATIONS

The school e-mail address for Barnby & North Cove Primary School is:
office@barnbynorthcove.suffolk.sch.uk

The school e-mail address for Southwold Primary School is:
admin@southwold.suffolk.sch.uk

The school office's will be used as communications centre.

The Resources Room or Staff Room will, if necessary, be dedicated as a quiet space for parents.



6. ON OCCURRENCE OF A CRITICAL INCIDENT

Responsibilities of Tasks

In the event of a critical incident, the responsibility for specific tasks will be adopted as follows:

Critical Incident Task	Responsible Person
Obtaining factual information at the start of the incident or crisis	Head Teacher / Senior Teacher / School Business Manager
Contacting families	Head Teacher / Senior Teacher / School Business Manager
Briefing Staff	Head Teacher
Informing Pupils	Head Teacher and/or Chair of Governors
Dealing with the media	Head Teacher and/or Chair of Governors
Arranging support for pupils and staff involved	Head Teacher and/or School Business Manager

First Aid Categories	Designated First Aiders
General First Aid	All Staff
Paediatric First Aiders	Miss Julie Pope (Barnby & North Cove)
	Mrs Karen Sharman (Barnby & North Cove)

A current list of useful contacts must be prominently displayed on the school premises.

- 999** - Ask for the help of another member of staff and Dial 999 for Emergency Services.
- INTERIM HELP** - If staff are concerned about their ability to help the child while waiting for the ambulance to arrive, they should contact the nearest **GP Surgery or Doctor and request immediate assistance.**

For Barnby & North Cove School, the nearest GP Surgery is:
Beccles Medical Centre - Tel: 01502 712662; or
Rosedale Surgery on: 01502 505100.

For Southwold School, the nearest GP Surgery is:-
Solebay Health Centre on: 01502 722326



7. WHEN A CRISIS OCCURS - ACTIONS TO TAKE (See Appendix 3)

IMMEDIATE ACTION (Within Hours)

Information

- Obtain and collate accurate information about the incident, ensuring that record-keeping is on-going HT/ST/BM
- Assess the severity of the incident and, if necessary, inform the LEA via the Area Manager HT/ST/BM
- Inform the Chair of Governors/Vice Chair BM
- Inform other members of the CIMT BM

Draw up an Incident Plan

Start the Incident Log and record keeping procedures (see Appendix 4) stipulating:

- What action has been taken;
- What has been said;
- Details of people informed;
- Details of people who have attended (e.g. helpers);

Contact

- Families of children involved;
- Arrange to inform other parents;
- Inform teaching and support staff;
- Inform pupils;
- Contact appropriate support services (possibly delegate to Area Manager);
- Respond to/inform media;
- Inform associated schools;

SHORT TERM (Within hours or days)

Keep to normal routine as far as possible to ensure some security in the lives of the children, especially at a time of crisis. Arrange a debriefing for staff and pupils involved in the incident to:

- Clarify what happened
- Allow for a sharing of reactions
- Reassure the participants that such reactions are not abnormal
- Mobilise resources



Develop a support plan for handling feelings and reactions of people. If necessary, call on professionals.

Release a more detailed press statement. The County Press Office can help in this respect. See Appendix 5.

MEDIUM TERM (Within days or weeks)

- Continue to provide updates on facts
- Monitor the effects on pupils and adults and organise support for those needing it
- Prepare for involvement in funerals, memorial services, etc
- Prepare strategies for re-entry into school

LONGER TERM (weeks or months)

Continue to be aware of people's state of mind. As things return to normal, it is important to continue to be aware of those who are vulnerable and be observant for continuing or emerging symptoms.

PREPARE FOR ANNIVERSARIES

Anniversaries are likely to be sensitive and difficult times. Marking an anniversary with something positive may be more helpful than allowing it to pass without drawing attention to it. The views of parents of any pupils who had been involved in the tragedy, or who had lost their lives, need to be taken into account.

Be aware of the effect of legal procedures.

Provide support for individuals as the facts progressively emerge and change.

Review procedures.



LOCAL AUTHORITY SERVICES

The range of LA services which can be called upon in an emergency are:

- Education Department services, including Educational Psychology, Transport, Advisory Support
- Public relations, particularly with regard to contact with the media
- Legal advice
- Architectural support in the event of a fire, explosion or serious building problem
- Health and Safety advice
- Insurance advice
- County Emergency Plans Team in respect of a significant emergency. This team can be available for large-scale support from County Departments, the District and Borough Councils, Voluntary Agencies and a number of other specialist organisations, and is experienced in co-ordination with the emergency services.

The Police will be involved in certain incidents as part of their normal function. In such cases, the Police will normally contact the County Emergency Plans Officer. LA staff are likely to be called upon to respond to critical incidents and will have access to an extensive list of contact names and telephone numbers.

CO-ORDINATION BY AREA MANAGER

Area Offices

Co-ordination of LA activities will be carried out by the Education Department's senior staff in the Area Offices. These staff will liaise closely with the Director of Education or the Deputy Director of Education.

Points of Contact

The Area Education Manager or Senior Education Officers in person should be the first point of contact in the LA in the event of an emergency.

Diary and Record Keeping

The Area Education Manager will ensure he is able to clear his own diary and focus on the developing emergency. He will ensure that records are kept of events that occur and actions that are taken.

Large Scale Incidents

For large scale incidents the County Emergency Plans Officer will have been notified. The Chief Executive will call together a Crisis Management Team to consider how to manage the Local Authority response to the incident and the assistance that Local Authority departments can offer.



THE THREE PHASES OF EMERGENCY

- **PHASE 1 - IMMEDIATE RESPONSE (within hours)**. Notification is first received and initial contact between the LEA and school established. As much information as possible about the incident is obtained from the source. An initial assessment is made of the gravity of the incident and what other agencies need to be involved.
- **PHASE 2 - SHORT TERM RESPONSE (within hours or days)**. Involvement of other agencies. A team of personnel is established to deal with the situation at school.
- **PHASE 3 - LONG TERM RESPONSE**. Longer term actions about, for example, insurance, counselling and building needs will be taken.

IMMEDIATE RESPONSE

Information about an emergency will come either:

- From the school emergency contacts; OR
- From some other source such as the County Emergency Plans Officer (particularly where the Police are involved) or the County Council Press Office;

Initial Action

a) INFORMATION RECEIVED FROM SCHOOL EMERGENCY CONTACT

- It will be the responsibility of the school to determine the gravity of the emergency and whether or not the LA needs to be informed as a priority;
- If considered serious enough, the school will contact the Area Education Manager or other senior member of the Area staff. Initial information about the incident will then be shared;

b) INFORMATION RECEIVED FROM OTHER SOURCE

- The appropriate Area Education Manager will be contacted in the first instance. At this stage there may not be sufficient information actually to determine which school is involved, and further investigations may be required;
- The Area Education Manager will contact the school in order to establish initial information about the incident and to assess seriousness;

ESTABLISHING DETAILS

Once the school and the Area Education Manager are in contact it is important to establish as much of the detail as possible to determine what other advice and/or support will be necessary. Appendix 6 contains some typical questions, which the Area Education Manager could ask in order to make a full assessment of the situation.



ALLOCATION OF TASKS

The Area Education Manager will decide whether to allocate tasks to any other Area-based staff. The Area Education Manager will inform the Director of Education, or the Deputy Director of Education, and also the Press Officer.

Decisions will also need to be taken about whether to involve other Local Authority services at this stage. Communication with the school during this phase will be between the Area Education Manager and a single school-based person. This will help to maintain accuracy of information and interpretation of events and simplify decision-making. Early agreement on the means of communication is essential.

SHORT TERM RESPONSE

FOCUS ON THE SCHOOL

There are no time limits on the length of each phase. The main focus will quickly become the school itself as the full impact of the emergency becomes known. School staff, parents, relatives and pupils will all want to be kept up-to-date and the media will be on the scene very quickly. There may be other services at the school, such as police, ambulance and fire, if the incident is school-based. There will be significant pressure on the school as it responds to the demands of the situation and this will be at a time when the trauma felt by its community will be considerable.

AN INCIDENT TEAM

The Area Education Manager will discuss with the school whether the Critical Incident Management Team should be augmented. LA officers will be able to assist the school: by providing support in releasing information to the media, to parents and to others; by assisting with arrangements for early counselling within the school and for preparing the school for re-opening.

ALERTING THE COUNTY EMERGENCY PLANS OFFICER

If the emergency is sufficiently serious to warrant a wider response, the Area Education Manager will need to give early consideration to alerting the County Emergency Plans Officer.



LONGER-TERM RESPONSE

The final phase of the emergency procedure will be to determine what longer-term work needs to be carried out. The issues that will need to be considered as a direct result of the emergency are likely to be:

- Arrangements for keeping parents and pupils informed.
- Counselling of pupils/school and LA staff/parents in the medium term. The Director of Social Services may be able to assist in the provision of counselling services.
- Insurance relating to individuals, buildings and claims generally.
- Legal matters, for example relating to personal loss, injury or claims by individuals.
- Health and Safety advice.
- Provision of temporary accommodation if necessary for immediate school needs and permanent accommodation in the longer term.
- Review of policy and practice in the light of further experience. Any written documents produced may require the approval of the County Solicitor.
- Memorials and Memorial Services.

INVOLVEMENT IN FUNERALS AND SPECIAL SERVICES

Attendance at funerals

There are many different religious and cultural views about the participation of young people in funeral rites. The school will want to respect these views and customs as well as the wishes of parents and the children themselves. The current consensus among mental health professionals is that most children (and adults) come to terms with their grief more quickly if they say farewell formally. Whenever possible, survivors should be encouraged and enabled to attend the funerals of those who died, and the parents of those who died should be encouraged to allow it.



Special Assemblies and Memorial Services

In addition to funerals that families may choose to be private, schools may wish to mark the event with a special assembly or a memorial service. Discussions could be held with staff, governors, parents, pupils and the local community on what form this should take and who should be involved.

Planning the ceremony often becomes an important therapeutic act in itself. For many who have been affected by a major incident, a memorial service acts as a way of acknowledging that it is now over. Even so, many staff and pupils may be upset during the service and this needs to be considered in planning, for example, where it is to be held and if access should be given to the media.

Some schools have planted special gardens in memory of pupils or staff members, others have installed seats in the playground in their memory or have commissioned sculptures or paintings.



APPENDIX 1 - The Kingfisher Schools Federation - Useful Contacts

CONTACT	NAME	TELEPHONE NUMBERS
Area Office for Education Department	Endeavour House, Ipswich	0945 606 6173
Chair of Governors	John Beckett	01502 675705
Members of CIMT: Head Teacher	Ruth Nixon	01502 714230 07988 729879
School Business Manager	Kirsten Ward	01502 219976 0753 439 0010
Governors responsible for Health and Safety	Graham Kemp	01502 477063 07825 263243
Vice Chair	Carol Daines	01502 475222
Cleaner in Charge	Trevor Scott	01502 714831 07908 717193
Educational Psychologist	Southwold - Marie Osborne	01502 405281
Educational Psychologist	Elaine Price	01502 674721
Suffolk Police Constabulary		01473 613500
Fire Service	Suffolk Fire & Rescue Service HQ	01473 260588
Hospital	James Paget	01493 452452
G.P. Surgeries	Beccles Medical Centre Rosedale Surgery Solebay Health Centre	01502 712662 01502 505100 01502 722326
High School	Sir John Leman High	01502 713223
Vicar of Worlingham	The Rev Mrs Susie Ellis	01502 715403



APPENDIX 2 - The Kingfisher Schools Federation - Action Checklist for Schools

IMMEDIATE (within hours)

- Obtain and collate accurate information about the incident
- Inform the LA
- Retrieve the existing contingency plan
- Call together the CIMT
- Draw up an incident action plan
- Establish a communications room and dedicated phone
- Start the Incident Log and record keeping procedures
- Contact the families of children involved
- Arrange to inform other parents
- Inform teaching and support staff
- Inform pupils
- Contact appropriate support services
- Respond to / inform media
- Inform Associated Schools



SHORT TERM (within hours or days)

- Hold to normal routine if possible
- Arrange a debriefing for staff and pupils involved in the incident
- Develop a plan for handling feelings and reactions of people
- Release a more detailed press statement

MEDIUM TERM (within days or weeks)

- Continue to provide updates on facts

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APPENDIX 3 - The Kingfisher Schools Federation - Incident Log

Reporting of Initial Incident Log:-

DATE:

TIME REPORTED:

REPORTED TO:-

REPORTED BY:

INCIDENT (In brief):

.....

LOCATION (of Incident):



APPENDIX 4 - The Kingfisher Schools Federation - Handling the Media

Effective use of the media ensures:

- public response to the incident is kept in proportion
- the impact on the school is kept to a minimum
- messages relating to the incident are accurately and quickly relayed, and understood
- the school is perceived in a positive light - caring, concerned and in control

The audience includes:

- Internal: governors, staff, pupils, parents, victim/victim's family, accused/accused's family;
The internal audience will be reached by: briefings, phone calls, personal visits;
- External: the media, local residents, lobby groups, authorities;
The external audience will be reached by: press statements, press conferences, interviews;

In A Statement: Aim to show Care, Compassion, Control;

Introduction: A statement of personal concern, honesty, commitment, *sorry, regret the incident, concern for all involved, highest standards expected etc;*

Facts: Two or three key pieces of information; *details known/not known, full/further investigation, appropriate action taken etc;*

Conclusion: A summary including details of further updates;



During the Crisis

- Act decisively to move from knowledge of the incident to control of the information as quickly as possible;
- Inform the Critical Incident Team;
- Assemble all relevant facts (who, what, where, when, how, why);
- Channel all information via the spokesman;
- Withhold sensitive information until next of kin have been informed;
- Identify the audience and define the message;
- Tell it accurately and fast - avoid a news vacuum, or people will invent their own;
- Provide regular updates, even if nothing new has happened;
- Prepare written statements to distribute after interviews;
- Establish a news monitoring system;

Dealing with the Press

- Never ignore a press call, you need to put your view;
- Don't start the interview until you feel ready;
- Find out what the reporter knows, what they want from you and their deadline. Get their details and phone them back at an agreed time;
- Gather the necessary information;
- DO NOT INCLUDE: information about an individual pupil without parental consent;
- DO NOT INCLUDE: information about an incident where there may be an internal or police inquiry;
- DO NOT speak off the record;
- DO NOT make off the cuff remarks;
- Prepare a statement;
- Imagine supplementary questions and plan your response;
- Keep calm and polite;
- If necessary stall the reporter with a comment such as: we are looking into the situation;



APPENDIX 5 - The Kingfisher Schools Federation - Re-Entry Following A Crisis

Extract from "Should Crisis Call" - Stirling Council Education Services

When school attendance has been interrupted consideration of return to school should be part of the Crisis Management Contingency Plan. Strategies for re-entry into school could include:

- liaison with other services and agencies where appropriate regarding re-entry: education officials; police; social work; health board; community services; voluntary agencies; press officer
- liaison with parents; governing body; parent/teacher association; letters to parents giving full information regarding re-entry
- the teacher visiting a student/s at home or in hospital
- maintaining contact between the home and the school and deciding who is the most appropriate person to do this
- checking whether any books or jotters were lost in the incident and making a decision about them
- checking what worries the students (siblings; injured) and the parents have about re-entry and making appropriate arrangements e.g. visit to the child's classroom; to the scene of the incident
- checking worries about examinations and making appropriate arrangements
- consideration of part time attendance
- adjustments to the curriculum
- adaptations to the building or availability of aids if the child is temporarily or seriously disabled
- check on worries about meeting other children and discussing reactions to questions and comments
- establishing a 'quiet place' in school where the student can go to 'get away from it all' if they become particularly upset
- establishing a parents' room where parents can have private support and basic needs such as refreshments
- ensuring that all staff who will come into contact with the students are aware of the expectations of the students, parents and other staff



APPENDIX 6 - The Kingfisher Schools Federation - Questions for Area Education Managers

INCIDENTS IN SCHOOL

- a) What is the nature of the incident?
- b) Has the school been evacuated? If not should pupils leave the premises?
- c) Is there information available about the pupils involved?
- d) Are there staff with the pupils?
- e) Have other Services (e.g. Police, Fire, Ambulance) been called?
- f) Is transport required?
- g) Do messages need to be sent to parents?
- h) If police are involved what are the restrictions on the publication of information?
- i) Has the Chairman of Governors been informed?
- j) Does the school need LEA staff support urgently?
- k) Does the building surveyor for the school need to be contacted about, for example:
 - The safety of the building structure;
 - The loss of mains services;
 - The security of the building.
- l) Are the media involved? Does the Press Officer need to be informed?
- m) Do other children (e.g. siblings at this, or another school; classmates etc.) need to be told?
- n) Will arrangements have to be made to close the school or to change its normal pattern of operation?
- o) How will you make contact, especially if phone lines are likely to be busy? Do you need to agree a schedule of actions or pre-arrange further contact times as well as the means of contact (e.g. a mobile phone, or ex-directory line, or a telephone in adjacent accommodation)?



INCIDENTS OUT OF SCHOOL

- A. What is the nature of the incident?
- B. Can the school be identified?
- C. Can the school be contacted?
- D. Who is the appropriate contact in the school?
- E. How serious is the incident?
- F. Are there lists available of pupils and staff?
- G. Where has the incident taken place?
- H. Are there any Services (e.g. Police, Fire) involved?
- I. Do the Suffolk Police know about the incident? Can they help in obtaining information?
- J. Can the school party be contacted?
- K. Is further assistance needed at the scene of the incident to assist staff or because of injury (or possible injury) to staff?
- L. Has the Headteacher/Chairman been informed?
- M. Can the parents be contacted? Do messages need to be given to parents?
- N. How will further contact be made with the school?
- O. Are the media involved? Does the Press Officer need to be informed?
- P. Do other children need to be told?

Particularly relevant if information is received from, for example, the media or the police, rather than the school.



APPENDIX 7 - The Kingfisher Schools Federation - Critical Incidents & Other Crises

ASSAULT ON STAFF

Priority Contacts: Police 999 (or 112) Ambulance 999 (or 112)

Action:

1. Raise the alarm - either by:
 - Fire bell
 - Internal telephone/buzzer
 - Verbally if necessary
2. Send for assistance - send child to say Emergency if appropriate
3. If teaching, send children quickly and quietly to another classroom or to a place of safety.
4. Try to isolate or calm offender, but do not tackle them physically
5. Reception to contact Police and or Ambulance as necessary.

INCIDENT INVOLVING CHILDREN OR STAFF DURING THE SCHOOL DAY

Action:

1. Head Teacher to be informed immediately - teaching staff to remain with children.
2. Teacher may evacuate whole class area or isolate a section, e.g. corridor, toilet or immediate area of a broken window.
3. Head Teacher to assess situation and respond accordingly which may be evacuation of the whole building, calling the police, other emergency services or organising emergency repairs.



BEREAVEMENT (Pupil or Relatives)

Priority Contacts: Parents/Carers All Staff

Action:

1. Establish facts as action could vary dependant upon who has died.
 - (a) **Parent/Relative**
 - (i) Ensure the pupil is not left alone;
 - (ii) Let them talk about their feelings;
 - (iii) Make sure there is someone at home before arranging transport home. Ensure that someone accompanies them;
 - (iv) Arrange for counselling if appropriate, with the parents' consent;
 - (b) **Friends**
 - (i) Make sure the pupil is not left alone;
 - (ii) Let them talk about their feelings;
 - (iii) Arrange for counselling if appropriate, with the parents' consent;
2. Provide a quiet room for distressed pupils, with adults available;
3. Talk to class or school;
4. Maintain normality as far as possible;



BEREAVEMENT (Member of Staff or Relative)

Priority Contacts: Next of kin, All other staff, LEA

Action

1. Staff - Close Relative

- (i) Ensure they are not left alone;
- (ii) If appropriate cover class or role;
- (ii) Let them talk about their feelings;
- (iii) Make sure there is someone at home before arranging for transport home. Ensure that someone accompanies them;

3. A current member of staff

- (i) Inform all other staff;
 - (ii) Inform parents of the children;
 - (iii) Let the staff talk about their feelings;
 - (iv) Close school for the day?;
3. Talk to class or school;
 4. Allow the school to be a central meeting place;
 5. Maintain normality as far as possible;



MISSING PUPIL

Action

In the event of a Missing & Lost Child at School the following procedures will be followed:

- A roll call will be taken to ascertain that the child is missing;
- The Head Teacher should be informed;
- Staff will maintain safety and well-being of other children;
- Talk to other children to ascertain last sighting of pupil;
- A member of the Senior Management Team and at least one other member of staff will search the immediate vicinity or school grounds, i.e. checking the pond and road visible from school gates; places at which the child was last seen, tracing the routes that they may have taken and asking other children what information they have as necessary;
- Send someone with a mobile phone to child's home, to follow their normal route on foot;
- Assign a member of staff, with a mobile phone, to carry out further search of local area if necessary, reporting back on regular basis to school;
- If the child is not found imminently, the Head Teacher or Senior Teacher will endeavour to contact the parents of the missing child by telephone e.g. to ascertain whether the child has been collected or gone home;
- If the child has returned home, the School will request that they are returned to School and have a discussion with the Head Teacher or Senior Teacher as to why they left the School premises;
- If the child is not at home, we would consult the parents in contacting the Police;
- If the School are unable to contact the parents, the Head Teacher or Senior Teacher will contact the police after 30 minutes of the child going missing;
- Once police arrive all relevant information about the child will be given. The police will then take over the search.

If it is known or suspected that a child has gone with an adult which is not known to the child or school ring the Police immediately.



School Excursions

When on excursions off the school premises, staff must implement strategies to maximize the safety and security of the children in accordance with the school's Educational Visits policy. Full risk assessments are carried out. A list of all the children's names is carried by the trip leader and the children split into small groups according to the proper staff/pupil ratios for the age of the children and the purpose of the trip or activity.

Each group is managed by a separate member of staff. The number of children is checked regularly by frequent roll calls. In the unlikely event that after a roll call or at another time it is noticed that a child has gone missing, whether in school or out:

In the event of a Missing & Lost Child on a School Excursion, the following procedures will be followed:

- The Group Leader will notify the Event Organisers / Steward / Responsible Person / Manager immediately that a child is missing and provide a name and description to be conveyed over the load-speaker and for all Stewards to be on alert of a missing child and to implement their Lost Child Procedure.
- The Group Leader should then ensure that the Police are notified by themselves or the Event Organisers and that their Missing Child procedure is followed.
- The Group Leader should inform the Head Teacher or Senior Teacher that a child is missing and instigate procedures under the Critical Incident Policy if necessary.
- The Group Leader will remain at the Event with the police to comfort the child when they are found and maintain regular contact with the Head Teacher / Senior Teacher.
- The remaining staff will return to the school with the rest of the children if off-site.
- The Head Teacher or Senior Leader are to contact the child's parents to inform them and advise them of the steps being taken. The Head Teacher or Senior Teacher should invite the child's parents to School in order to maintain contact, support and as an information liaison until a Police Family Liaison Officer is allocated (if necessary).
- When the situation has been resolved, the Head Teacher or Senior Teacher will review the reasons for this event happening and revise measures if necessary.



TELEPHONED BOMB ALERT

Action:

1. Person receiving a bomb threat to follow these procedures:
 - a) Record the exact words of the threat.
 - b) Ask these questions:
 - Where is the bomb now?
 - When is it going to explode?
 - What does it look like?
 - What kind of bomb is it?
 - What will cause it to explode?

Further questions may include: Did you place the bomb? Why? What is your name? What is your address/telephone number?

- c) Record the time the call was completed.
 - d) Keep the telephone line open (even though the caller has disengaged).
 - e) Inform the Head Teacher of Deputy.
 - f) Call police on 999 emergency number (use mobile if possible), giving all details. Log the time of the call.
 - g) On Police advice, the Head Teacher may decide to evacuate the building.
2. Head Teacher to assess need for evacuation - advice from Area Office and Police.
3. Head Teacher to assess safety to return and to either organise return to building or evacuation to large building, e.g. village hall.



POWER CUT

Priority Contacts:

Electricity Supply:	Northern LX 0845 90 60708
Oil Supply:	Shell UK 01473 213121
LEA Building Repairs helpdesk	01473 584387

Action

1. Advise Office immediately, who will contact the supplier's emergency number
2. If long term, investigate alternative arrangements
3. During school hours the Head, in consultation with the LEA if appropriate, will decide whether normal schooling should continue in classrooms without power.



8. FOCUS ON THE SCHOOL

There are no time limits on the length of each phase. The main focus will quickly become the school itself as the full impact of the emergency becomes known. School staff, parents, relatives and pupils will all want to be kept up-to-date and the media will be on the scene very quickly. There may be other services at the school, such as police, ambulance and fire, if the incident is school-based. There will be significant pressure on the school as it responds to the demands of the situation and this will be at a time when the trauma felt by its community will be considerable.

MONITORING & EVALUATION

The policy will be reviewed as part of the schools monitoring cycle.
The Head Teacher has responsibility for monitoring this policy.
This Policy is due for Review in June 2016.

IMPLEMENTATION

This policy will be formally implemented with effect from September 2014.

This policy was adopted at a Meeting of the full Governing Body on _____.

Mr John Beckett
Chair of Governors

Date

Mrs Ruth Nixon
Head Teacher

Date