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# **Diocese of Bristol Academies Trust**

# **Critical Incident Strategy**

## **St Peter's Academy Critical Incident Plan Emergency Closure Procedures**

**Type:** Other  
**Level:** 2  
**Date Adopted:** January 2022 LBM  
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**History of most recent Policy changes (must be completed)**

<b>Date</b>	<b>Page</b>	<b>Change</b>	<b>Origin of Change e.g. TU request, Change in legislation</b>
Jan 16	9 onwards	Addition of St Peter's Academy Critical Incident Plan	For adoption by St Peter's Academy LB
Jan 16	22	Addition of Chippenham Town Cluster Emergency Closure due to Conditions Procedure	For Adoption by St Peter's Academy LB
June 17	24	Addition of Appendix 10	Requirement to expand range of critical incidents.
Nov 17	9,11,22,23	Updated information	Change of contact details
Nov 18	9	Updated Information	For adoption by St Peter's Academy LB
Nov 19	22-24	Insertion of Emergency Closure Policy	For adoption by St Peter's Academy LB
Jan 2021	9,23	Updated contact details, changed details of communications	For adoption by St Peter's Academy LB
Jan 2022	9	Updated contact details, changed details of communications	For adoption by St Peter's Academy AC

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## **Critical Incident Strategy**

### **1) Policy Statement**

The twenty-first century world is uncertain and unpredictable. Academies need to be prepared for the worst and have a plan that can be put into action to protect their staff, pupils and any visitors against the impact of unforeseen emergencies in ways that are consistent with their Christian principles.

### **2) What is a critical incident?**

An incident or a sequence of events becomes a critical incident when it constitutes a serious disruption arising with little or no warning on a scale beyond the coping capacity of the school operating under normal conditions, and requiring the assistance of the Emergency Services and/or DBAT Central.

Examples of this would be;

- a deliberate act of violence, such as the use of a knife or firearm on or by a member of staff or pupil;
- a school fire or laboratory explosion;
- the destruction or serious vandalism of part of the school;
- public health threats (e.g. Pandemic Influenza);
- the loss of water or heating;
- the death of a pupil or member of staff;
- a transport related accident involving pupils and/or members of staff;
- an incident which affects access to or egress from the academy;
- a more widespread emergency in the community, for example, severe weather, the release of hazardous substances;
- death or serious injury on an educational visit;
- civil disturbances and terrorism.

A critical incident can happen both on and off the Academy's site, during normal hours or when the Academy is closed, at weekends or during holidays.

Not all these incidents will require a full-scale response. However, plans must not overlook the long-term effects and wider consequence and management issues that can arise during or following an incident.

An example of a non-critical incident/event is as follows:

- death of a person associated with the school;
- expected death of a pupil or member of staff;
- lower scale health issue;
- issue outside of school or in the local community;
- external incident/event requiring increased awareness;
- short term loss of a number of staff;
- short term loss of infrastructure systems.

The criticality of an incident will alter as the situation develops and circumstances change.

### **3) The Critical Incident Strategy**

Each Academy must develop a Critical Incident Strategy to fit its particular situation. St Peter's Academy Critical Incident Plan can be found in Appendix 2.

The key areas for consideration in the strategy are the:

- role of the Principal/Headteacher, the Senior Management Team and the Local Board;
- establishment of a Critical Incident Management Team and individual members roles within the Team;
- procedures for dealing with different critical incidents;
- drawing up a Critical Incident Management Plan;
- relevant professional development of staff.

### **4) The Critical Incident Team**

This should consist of:

- Headteacher
- Assistant Principal(s)/Deputy Headteacher(s)
- Site Manager
- Other appropriate Senior Staff e.g. Inclusion Manager, Pastoral Leaders, Phase Leaders
- Chair of the Academy Council or an appropriate member of it
- Other members of staff as appropriate

Appendix 3 sets out role descriptions for the members of the Critical Incident Management Team.

### **5) The Critical Incident Plan**

The Critical Incident Plan must balance the twin objectives of managing the incident and meeting the needs of the whole Academy community.

St Peter's Critical Incident Plan identifies the key tasks that need to be dealt with at various stages of a critical incident. These need to be grouped together according to their priority so that the essential tasks are dealt with first and others follow as required.

These key tasks will include:

- an Academy response depending on the nature of the incident including building and site evacuation plans;
- essential tasks, contingency arrangements and staff deployment;
- clear lines of communication, including a Central Information Point where calls can be made and received and distressed parents supported by phone or in person;
- arrangements for contacting and working with the emergency services;
- a resource contact list of external agencies;
- support for staff and pupils;
- procedures for dealing with the media including the preparation of statements;
- plans for on-going support;
- consideration of memorials or commemorations;

Our Critical Incident Plan sets out:

- the Academy's immediate actions;
- how it would manage an incident;
- how it would restore normality after an incident.

Detailed guidance on how to respond to the different phases of a critical incident is set out in Appendices 5 -7.

## **6) Critical Incident Emergency Contact Sheet**

Each Academy should prepare and make readily available an Emergency Contact Sheet, providing the contact details for key people and the emergency services. St Peter's Academy Critical Incident Emergency Contact Sheet can be found in Appendix 1.

## **7) Critical Incident Pack**

Academies may find it helpful to prepare a Pack which contains essential information/equipment that may be required during an emergency. The contents of the St Peter's Critical Incident Pack are stated in Appendix 4.

## **8) Responsibilities**

### **a) The Main Board**

The Central Board is responsible for:

- ensuring that all its Academies have in place a Critical Incident Strategy and Plan;
- creating a DBAT Critical Incident Team to provide support for any of its Academies that have to deal with a critical incident;
- ensuring that the DBAT Critical Incident Team has drawn up a Critical Incident Management Plan and has had the necessary training to provide effective support for its Academies when required.

### **b) DBAT Central Team**

DBAT's Central Team is responsible for:

- identifying a DBAT Critical Incident Team;
- drawing up a Central Critical Incident Plan;
- ensuring all Academies have a 24/7 emergency contact number;
- providing appropriate support to individual Academies in the event of a Critical Incident.

### **c) The Academy Council**

The Local Board is responsible for ensuring that:

- their Academy has in place a Critical Incident Strategy and Plan that is appropriate to its particular circumstances;
- a Critical Incident Team is in place;
- the St Peter's Critical Incident Plan is reviewed annually;

- they are able to support their Academy if a critical incident occurs.

#### **d) The Principal/Headteacher**

The Principal/Headteacher is responsible for ensuring that:

- members of the Critical Incident Team are clear about their roles and have had any training required to enable them to fulfil these roles effectively;
- all staff are clear about their roles in the Critical Incident Plan and have had any training required;
- the Critical Incident Plan is reviewed annually.

#### **e) The Critical Incident Team**

The Critical Incident Team is responsible for understanding their roles and carrying them out if a critical incident occurs.

#### **f) All Staff**

Are responsible for:

- being aware of the Critical Incident Plan;
- supporting its implementation in the event of a critical incident;
- acting in ways to protect the health and safety of pupils and adults if a critical incident should occur.

### **9) Academy Closures**

A Principal/Headteacher may take the decision to close their Academy for a number of reasons. Whatever this is, it will be classed as either an Emergency Closure or a Planned Closure:

#### Emergency Closure:

This would occur where there is no advance warning of a situation when the Principal/Headteacher may take the decision that the Academy cannot open or remain open. Examples of situations when a headteacher may make this decision include after/during a fire or flood, or the unexpected failure of an essential utility. In this situation it is essential to alert families before releasing pupils in order that the Academy fulfils its duty of care.

#### Planned Closure:

This would occur where the Principal/Headteacher receives advance warning of an issue which they determine would mean the Academy cannot open as planned. Examples could include where a utility company gives prior warning that services will be unavailable for a day or when the school is a polling station.

### **10) Evaluation**

After managing a critical incident it is good practice to review the procedures and amend the plan in the light of experience and lessons learned. An evaluation form is included at Appendix 8. In debriefing, participants are guided to assess the effectiveness of their own performance and that of the team, provide constructive feedback and correct any unsafe practises.

Benefits:

- provide the opportunity for constructive feedback;
- identify areas that went well and areas for development;
- give participants the opportunity of understanding why strategies / policies and / or decisions were made;
- improve teamwork;
- identify any communication issues;
- identify training needs;
- engage participants in reflective critiquing and discussion of what happened to learn from it;
- identify new methods of delivery;
- share information with interested parties for shared organisation learning, joint training and planning.

The timing of a debrief is important to allow individuals to rationalise what occurred and identify strengths and areas for development within the whole picture after the event. However it is important not to leave it too long so that the meaning and outcomes become distorted, and the appropriate time for change is also lost. Ideally the time scale should be between 3 days and 1 month. Legal implications may affect the timing. Whilst the confidentiality of a debrief may be useful in order to fully understand the issues, information given during it may be disclosable in a public enquiry.

### **11) Local Authority Support**

Local authorities retain the responsibility to support Academies in their area. Details of the specific support and emergency contacts can be found in the following advice;

- Wiltshire Council (See page 23 for a link to the latest guidance)



### Appendix 1 St Peter's Academy Emergency Contacts List

	<b>Organisation</b>	<b>Name</b>	<b>Contact Number</b>
<b>A C A D E M Y</b>	Headteacher	Mark Everett	01249 714737
	Assistant Headteacher	Gordon Nunn	07903 777768
	Chair of the Local Board	Carolyn Stell	01249 656451
	Business Partner	Michelle Pennycott	01249 656391
	Site Supervisor	Sean Corcoran	07706 324388
<b>D B A T</b>	24/7 Emergency number	Central Team SLT	01793 236611
	Incident Manager		01793 236611
	Commercial Manager		01793 236611
	Press Officer		01793 236611
	Property Manager		01793 236611
<b>LA</b>	Local Authority	Toxic poisons bombs	01225 713159
		Switchboard	03004560100
		Emergency Team Out of hours	08456070888
	Co-ordination section (children's section)		01225 713764 01225 713757
	Advice with Media		01225 713115
<b>E M E R G E N C Y</b>	Local Police		999
	Local Fire Service		999
	Local Hospital		01249 447100
	Nearest Doctor's Surgery		01249 462775
	Educational Psychologist		01225 713000
	Counselling service		01225 713147
<b>P R E S S</b>	Local Radio	Heart FM	01793 842600 or 01793 663000
		BBC Radio Wiltshire	01793513651
	Local Newspaper	Gazette & Herald	01225 773600
	Parish Priest	Andrew Gubbins	01249 448530

**Appendix 2 St Peter’s Academy Critical Incident Plan**

**This Critical Incident Plan has been written with reference to Wiltshire Council and DBAT guidelines.**

<p><b>Aims of the Strategy</b></p>	<ul style="list-style-type: none"> <li>• Recognise which incidents may be critical for the Academy’s community.</li> <li>• Respond to a critical incident in an informed manner.</li> <li>• Create a positive, open, communicative climate where the needs of staff and pupils are met in critical incident situations.</li> <li>• Create a safe Academy environment whereby the physical, social and psychological health of pupils and staff is prioritised.</li> <li>• Outline, monitor and review the management plans for dealing with different emergencies.</li> <li>• Promote active coping skills within the curriculum.</li> <li>• Establish positive working relationships and dialogue with outside agencies, thus enabling full and effective collaboration in the event of a critical incident.</li> </ul>
<p><b>Implementation Key Areas for Consideration</b></p>	<ul style="list-style-type: none"> <li>• Define roles and responsibilities for all staff – identify the Critical Incident Team.</li> <li>• Identify support personnel for Critical Incident Team.</li> <li>• Consider procedures for dealing with different Critical Incidents</li> <li>• Consider staff and pupil welfare.</li> <li>• Plan contact with parents.</li> <li>• Plan links with relevant agencies.</li> <li>• Decide on media management.</li> <li>• Consider arrangements to apply during school holidays.</li> <li>• Consider religious and cultural issues for the school community</li> </ul>
<p><b>Links with School Policies</b></p>	<ul style="list-style-type: none"> <li>• Pastoral Care</li> <li>• Child Protection</li> <li>• Internet/mobile phone use</li> <li>• Health and Safety</li> <li>• Special Needs</li> </ul>
<p><b>Curricular Links/ Support</b></p>	<ul style="list-style-type: none"> <li>• Personal Development/Personal Development and Mutual Understanding</li> <li>• Circle Time</li> <li>• Assemblies</li> </ul>
<p><b>Professional Development</b></p>	<ul style="list-style-type: none"> <li>• Identify and secure relevant training needs for staff.</li> </ul>
<p><b>Monitoring/ Review of Strategy</b></p>	<ul style="list-style-type: none"> <li>• Review post incident, termly and annually.</li> </ul>

### Appendix 3 Critical Incident Team Roles

Role	Responsibility	Candidates
<b>INCIDENT MANAGER</b>	<ul style="list-style-type: none"> <li>• Acts as or appoints Academy's single point of contact, acting as liaison between the Academy and DBAT and if appropriate the Local Authority.</li> <li>• Consider the need to alert other colleagues and external agencies.</li> <li>• Establish a Critical Incident Team.</li> <li>• Collate all relevant information relating to the emergency.</li> <li>• Co-ordinate the emergency response strategy for the Academy, liaising with relevant services, DBAT and Local Board as appropriate.</li> <li>• Monitor the emergency response.</li> <li>• Provide regular staff / team briefings.</li> <li>• Authorise any additional expenditure.</li> </ul>	Headteacher
<b>DEPUTY INCIDENT MANAGER</b>	<ul style="list-style-type: none"> <li>• Assists Incident Manager.</li> <li>• Co-ordinates and manages staff in the Critical Incident Team.</li> <li>• Monitors staff welfare and organises staff roster.</li> <li>• Co-ordinates evacuation, if necessary.</li> <li>• Liaises with the Emergency Services and other organisations as necessary.</li> </ul>	Assistant Head Teacher
<b>PARENT LIAISON OFFICER</b>	<ul style="list-style-type: none"> <li>• Advises parents and provides information.</li> <li>• Provides point of contact.</li> <li>• Arranges on-site co-ordination of visiting parents.</li> <li>• Maintains regular contact with parents where appropriate.</li> </ul>	Member of SLT
<b>ADMINISTRATORS</b>	<ul style="list-style-type: none"> <li>• Staffs telephone.</li> <li>• Help collate information.</li> <li>• Relay incoming and outgoing messages.</li> <li>• Provide administrative support to the Incident Manager and Deputy.</li> <li>• Maintains a master log of key events and decisions.</li> </ul>	Senior Administrator
<b>COMMUNICATION OFFICER/MEDIA SPOKESPERSON</b>	<ul style="list-style-type: none"> <li>• Acts as point of contact for media enquiries.</li> <li>• Works with the DBAT's communications team to prepare media statements.</li> <li>• Assist with internal communications.</li> </ul>	Business Partner
<b>PUPIL WELFARE</b>	<ul style="list-style-type: none"> <li>• Maintain supervision.</li> <li>• Ensure the safety and security of pupils.</li> <li>• Co-ordinate the roll call registers.</li> <li>• Provide information and offer reassurance.</li> <li>• Monitor pupils' physical and emotional welfare.</li> </ul>	Teaching Staff

## **Appendix 4 St Peter's Academy Critical Incident Pack Contents**

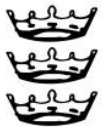
1. Copy of DBAT Critical Incident Strategy and St Peter's Academy Critical Incident Plan
2. Log sheets
3. Contact telephone lists:
  - St Peter's Academy Emergency Contact list
  - Copy of Staff Phone Tree
4. Plans of the school
5. Mobile phone and charger
6. Pens and Paper
7. Hi-Viz jackets x 4
8. Torch

First Aid kits can be found throughout the school in every classroom and in the hall. Additional supplies can be found in the medical cupboard.

### For off-site visits and residential trips

As above, plus:

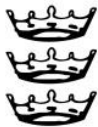
1. List of all pupils involved in the trip (names, address, medical details, emergency contact)
2. List of all staff involved in the trip (as above)
3. Emergency contact telephone numbers. For residential trips contact needs to be available 24 hours each day.
4. Transport operator contact details.
5. First Aid Kit.
6. Children's medication required for the duration of the trip



## APPENDIX 4A

### St. Peter's Academy - Log sheet

Action	Time	Message	Action	Action taken by	Signed
1					
2					
3					
4					
5					
6					
7					



## Appendix 5 Dealing with a Critical Incident - Immediate Actions

### Action 1

#### **ASSESS CONTINUING RISK, ENSURE SAFETY OF ALL CHILDREN & ADULTS IF REQUIRED CONTACT EMERGENCY SERVICES 'DIAL 999'**

- Deploy first aiders, if necessary.
- Account for all pupils and staff.
- Report anyone missing to the Police or other emergency services.
- If required, evacuate the premises as per evacuation procedure found in Appendix 12 (St Peter's CE Primary Academy Fire Safety and Emergency Evacuations Procedure) of the St Peter's CE Primary Academy H&S Policy

### Action 2

#### **OBTAIN INFORMATION ABOUT INCIDENT AND OPEN A LOG**

Collate as much information as possible in the log. Information should include the following:

- Overview of incident/description.
- When and where incident occurred.
- Names of children and adults involved in the incident including those who witnessed it.
- If the incident is a crime scene consider preserving the scene and identify witnesses and/or potential offenders.
- Nature of any injuries/fatalities sustained.
- Hospitals where injured have been taken.
- Names of adults with injured children/adults.
- Actions undertaken by emergency services, including arrangements for caring for children/adults who do not require hospital treatment.
- Locations of the uninjured.
- Remaining hazards at the scene.
- Collect relevant pupil/staff lists and contact numbers as appropriate.
- Control the escape of inappropriate / inaccurate information via mobile / public phones from within the group.

**Not all this information may be available; however this should not cause a delay in moving to the next action.**

### Action 3

#### **IMPLEMENT THE ACADEMY'S CRITICAL INCIDENT PLAN**

- Person(s) with lead responsibility to be released from all duties.
- Collect Academy Critical Incident Plan and Emergency Pack.
- Set up the pre-determined operations room for the co-ordination of the incident.
- Establish an independent telephone line (e.g., mobile, borrowing a phone line in a nearby building etc.).

### Action 4

#### **CONTACT DBAT CENTRAL TEAM AND IF APPROPRIATE THE LOCAL AUTHORITY**

- Phone the Emergency Planning Duty Officer, providing the information collated under action 3.

- The Emergency Planning team will co-ordinate a response from all services under the local authority.
- Advise the Emergency Planning Duty Officer of any specific requirements of assistance or support that are known.
- Confirm the contact details of the single point of contact from the school.
- The Emergency Planning Duty Officer should be the single point of contact for the school and all communications should be made via them.
- The Emergency Planning Team will inform associated schools that could be directly affected by the incident.

#### **Action 5**

##### **MOBILISE THE ACADEMY'S CRITICAL INCIDENT MANAGEMENT TEAM**

- Brief the team.
- Clarify tasks, make plans and assign roles
- Set up timetable of meetings to review management of incident.
- Contact police and the critical incident response team coordinator to be part of the management team.
- Set out first meeting
- Identify how senior staff, including the head teacher, will be supported.

#### **Action 6**

##### **CONTACT FAMILIES OF PUPILS, ADULTS AND STAFF INVOLVED IN INCIDENT**

- Designate key member(s) of staff to make contacts and liaise with the Police.
- Ensure that persons making contacts are fully briefed with written guidance on the situation.
- If this is a Police led incident then contact with families' should be agreed by both parties.
- Maintain a record of contacts to avoid confusion and distress through duplication of contacts and to ensure that nobody is missed out.
- Establish and offer useful telephone numbers, either for support or for more information.
- Check that families/parents are not left alone in distress, suggest that they make contact with other relative/neighbours.
- Where appropriate, give advice to parents and families (in line with the county council's media advice) on responding to contacts from the media.
- Where appropriate, give information about arrangements for uniting or putting in contact children, adults and staff with their parents/families.
- Where a parent or family cannot be contacted, consider asking the Police to visit the home.

#### **Action 7**

##### **BRIEF STAFF, GOVERNORS, PUPILS, PARENTS/CARERS AND OTHER MEMBERS OF THE ACADEMY'S COMMUNITY**

- Contact and brief chair of governors, request that he/she inform all other governors.
- Hold briefing meetings for all teaching and non-teaching staff, set up a schedule to keep staff informed and updated.
- Issue a prepared statement for all parents – use Academy website, letter or text whichever seems most appropriate to the situation.

- Inform all pupils in the most appropriate way (the critical incident team can assist you with this).
- Identify pupils, adults and staff who are absent. Make appropriate arrangements for them to be briefed.



## **Appendix 6 Dealing with a Critical Incident - Managing the Incident**

### **Action 8**

#### **PLAN MANAGEMENT OF INCIDENT**

- The school's Critical Incident Management Team should liaise with the DBAT Central, the Local Authority the Police and other agencies as appropriate.
- Review actions so far, clarify tasks, assign roles and make further actions accordingly.
- Ensure that school and other agencies' actions are properly co-ordinated.
- Establish timetable of meetings to review the management of the incident.
- Clarify criteria for withdrawal of outside agencies at appropriate stage.
- Access further advice from the emergency services if required.

### **Action 9**

#### **SET UP ARRANGEMENTS TO DEAL WITH ENQUIRIES AND MEDIA**

- All media contacts should be directed to or dealt with in line with advice from DBAT's Communications team.
- Advise DBAT Central if you require any assistance or advice.
- Consider providing those answering the phone with a written statement as to what it is appropriate for them to say.
- Caution staff about talking to the media.
- Organise additional staff to deal with phone enquiries and people coming to the school as necessary.
- Designate areas for parents, media, others. (This could be off site depending on the nature of the emergency – see note below).
- Ensure that the incident log includes a record of all telephone calls made and received and any actions taken.

### **Action 10**

#### **MAKE ARRANGEMENTS TO SUPPORT CHILDREN AND ADULTS**

- Identify those children, adults and staff who are most likely to be in need of support.
- Arrange for Academy staff/support agencies and DBAT if appropriate to provide support.
- It is good practice to inform and/or seek consent from parents/carers where there maybe interaction with an outside agency.
- Ensure that pupils, adults, staff and parent/carers are aware of the support arrangements the school is making and how these are accessed.
- Consider setting aside and staffing an appropriate area for children who are becoming too distressed o continue with their lessons.
- Consider setting aside and staffing a further area for people coming into school who are distressed.

**In addition to the individuals directly affected, children and adults who are most likely to suffer distress as a consequence of an incident are those who:**

- are uninjured, but were at greatest risk
- directly witnessed death/injury/violence as part of the incident
- are siblings

- have any possible perceived culpability for what has happened however indirect or incorrect (i.e. those who may blame themselves and/or those who may be blamed by others)
    - are experiencing instability at home
    - have learning difficulties
    - have pre-existing emotional and behavioural/mental health difficulties
    - are vulnerable due to cultural and/or language difficulties
    - have previously suffered bereavement or loss.
- Try to maintain normal school routines wherever possible.
  - Consider holding a staff briefing with support agencies to discuss appropriate management strategies for distressed children.
  - Plan how to manage distress that may be caused by ongoing police/legal proceedings and media attention.
  - Give children permission individually and collectively to discuss what has happened and their reactions.
  - Consider putting on a special class session to give pupils information about the grieving process and to enable them to talk through their experiences.
  - Plan appropriate support for staff to enable them to cope with children's questions and discussion.
  - Ensure that all staff including those co-ordinating the school's response do not neglect their own need or support.
  - Schedule staff co-ordinating the Academy's response to be 'off duty'.
  - Ensure staff are alert to physical and/or emotional change or any other signals of distress among staff as well as children.
  - Refer staff, adults and, with parental consent, children to outside agencies for support.

### **Action 11**

#### **MAKE ARRANGEMENTS FOR PERSONAL EFFECTS, REGISTERS AND AREA OF SCHOOL AFFECTED**

- In discussion with parents/families, and, if necessary the Police, decide what to do with the personal effects of the individuals who have been affected.
- Consider discussing with relevant class members what would be appropriate for work (including work as part of any displays), desks, books, lockers, etc., belonging to individuals who have been affected.
- Make arrangements to adjust class registers, rotas, any other pupil listings accordingly.
- Make appropriate arrangements for the part of a school where the incident occurred.

## **Appendix 7 Dealing with a Critical Incident - Restoring Normality**

### **Action 12**

#### **MAKE ARRANGEMENTS FOR EXPRESSIONS OF SYMPATHY AND/OR ACKNOWLEDGEMENT OF WHAT HAS HAPPENED**

- Make arrangements to express support/sympathy to families, children and adults who have been affected.
- Make arrangements to support the plans that the family may have for a memorial.
- Make plans for attendance at funerals. Find out if school representatives are welcome. Ensure that school representatives feel able to cope with these tasks.
- Make arrangements for someone from school to visit those who have been affected.
- Consider sending cards and messages from children and staff to children, adults and staff affected.
- Consider organising a special assembly/service to collectively acknowledge what has happened and how the school is coming to terms with this. Consider involving local religious leaders. Consult with families of individual affected.
- Consider setting up an area in the school where writing, art work or other mementos can be dedicated to individuals affected.

### **Action 13**

#### **PLAN FOR RETURN TO THE ACADEMY OF THOSE INVOLVED IN THE INCIDENT**

- Home visit by class teacher/member of staff to discuss arrangements for return e.g. visits, part time attendance, etc.
- Planned support for emotional needs e.g. how to cope with the comments and questions of other pupils, permission to remove themselves from lessons to go to an agreed place if they are becoming distressed, etc.
- Support for possible physical needs e.g. mobility difficulties, disfigurements, etc.
- Rota of home visits from school friends.
- Where appropriate, organise work to be sent home prior to return.
- Brief staff and children on how best to support individuals returning to school.
- Arrangements to differentiate work, manage missed course work, special arrangements for exams.
- Adjust working arrangements for staff returning to school.

### **Action 14**

#### **PLAN MEMORIALS AND COMMEMORATIONS**

- Consider an appropriate memorial, taking into account the wishes of those who were involved or bereaved e.g. special garden, tree, furniture, painting, sculpture, photograph, memorial prize.
- Appeals and donations are a complex area and advice should be sought.
- Discuss how to mark anniversaries. e.g. commemorative service/assembly, concert, display, etc.
- Brief staff who subsequently join the school about the incident, also about the long term emotional needs of children and staff affected by it.

**Appendix 8 Evaluation**

Academy Name:	Date of Incident:
Brief Description of Incident	
DBAT contacted: Yes / No Local Authority contacted Yes / No	Incident deemed critical: Yes / No Police involved: Yes / No
Key actions taken by school:	
Description of any external support accessed:	
What worked well:	
What worked less well:	
How could things have been done better:	
Comment on the Academy's critical incident plan:	
What actions will you take now:	

Person completing form:.....

Date:.....

## Suggested format for discussion debriefs

1	Introductions
2	Objectives
3	Walk through the incident using the timeline – incident notification, response, managed and stand down.
4	Review individual(s) / Organisations incident logs
5	Identify any problems / issues experienced and their causes
6	Identify what went well and what did not
7	Identify any actions to address any of the issues together with owners if appropriate
8	Closure

Debrief Preparation

Please complete as honestly as you are willing to – your details are only for administrative purposes and will not be quoted in the final report

Name Organisation

Contact details - phone number  
- e-mail

Name of Exercise/Incident:

Summary of what went well:

Summary of what did not go well:

What would you change if you were faced with the same situation again?

## Appendix 9: St. Peter's Emergency Closure Procedures

Conditions may arise which will affect the normal running of schools. These conditions may arise because of adverse weather or the breakdown of services or facilities or another major event. In these circumstances it is the Headteacher who is responsible for determining what action is appropriate.

### In the event of a school closure

Where possible, we will endeavour to keep the school open with a skeleton staff

If the Headteacher decides to close the school, we will:

- Broadcast the information on Heart Wiltshire FM;
- Where possible, we will put a message on our school website [www.st-peters.wilts.sch.uk](http://www.st-peters.wilts.sch.uk) and send an email/app message to all parents
- Where possible, we endeavour to have staff in school from 8.30 – 9.00am to keep parents informed on the situation;
- If we ever needed to close the school during the day, children would not be sent home without an adult to collect them from school. Arrangements will be made to accommodate children until they are collected.

We would like parents to:

- If there are adverse weather conditions, please check the school is open before you send your child to school;
- Please check the school web site [www.st-peters.wilts.sch.uk](http://www.st-peters.wilts.sch.uk) and your email/app for messages
- Listen to Heart Wiltshire FM;
- Please check the Heart website <http://www.heart.co.uk/wiltshire/>;
- If you see unaccompanied children walking to school, **DO NOT TELL THEM TO GO HOME** even if you know the school is closed. They should report to school where their parents will be contacted;
- Ensure that all your contact details are up to date.

**Appendix 10**

## **Chippenham Town Cluster of Schools**

### **Emergency Closure due to Conditions Policy**

#### **1.1.1 Introduction**

Conditions may arise which will affect the normal running of schools. In these circumstances it is the headteacher who is responsible for determining what action is appropriate. These conditions may arise because adverse weather or the breakdown of services and facilities.

For information, advice and guidance relating to emergency closures please refer to your copy of the Emergency Conditions & Major Incident Guidance for Headteachers ('the snowplough book'). Each school is responsible for ensuring that they have appropriate procedures for dealing with emergency situations that may lead to the need to close the school, including phone cascade procedures for staff.

In some situations, such as extreme weather, the Chippenham Town Cluster of Schools may choose to exchange information and thinking prior to individual schools making their decision.

NOTE: This procedure does NOT apply when a local issue (e.g. gas or electricity interruption) affects an individual school.

#### **Procedure**

1. On each day of closure Heads will make a decision whether to close their school based on local conditions that apply to their school such as staff availability to attend, etc. If they decide to close for the day this should be communicated to Heart FM and BBC Radio Wiltshire by the Head of the school directly.

Telephone numbers and the Heart password are quoted in Part 1 – Annex of the Emergency Conditions Guidance Manual.

2. On each day of closure, as soon as possible, Heads will contact the Chair of Town Heads to inform her/him if they intend to close their schools due to adverse weather. If the Chair of Town Heads is unavailable, please contact the Vice Chair.

3. Each school has to make a decision in the light of their own local circumstances and after consultation with their Chair of Governors.



## Appendix 11: Dealing with an immediate attack on/nearby St. Peter's Academy

In case of an immediate threat to the school, a member of the SLT or staff who is first on hand will need to decide whether the immediate threat is likely to be from the outside or whether an intruder will be entering the building imminently.

- A) If the immediate threat is likely to be from the outside, the following actions should be taken-
1. Phone 999 to inform the police
  2. Sound the emergency **air-horn** to signal that children should gather in the media suite
  3. An adult in each classroom (a Teaching Assistant, if available) should ensure all external doors are closed and locked.
  4. The class teacher should direct the pupils to the Media Suite in the centre of the school, calmly and quietly.
  5. The whole school should remain in the media until the incident is over and a member of SLT directs their next movements.
- B) If it is likely that an intruder will enter the building imminently and forcefully and they may pose a risk to children, the following actions should be taken-
1. Phone 999 to inform the police. (Consider locking yourself in the Head's office to make the phone-call or taking a mobile phone with you.)
  2. Sound the fire-alarm bell – staff will evacuate children onto the playground.
  3. Lock front hatch & lock front door, if possible (Keys in key box)
  4. Delay the intruder if it is safe to do so. (Doors off of staff corridor can also be locked)
  5. Inform senior teachers on the playground with an update of the situation.
  6. Move children away from the building if necessary.

### Dealing with a bomb threat

Actions to be taken a receipt of a bomb threat

1. Remain calm and talk to the caller
2. Note the caller's number if displayed on your phone
3. If the threat has been sent via email or social media see appropriate section 7 below
4. If you are able to, record the call
5. Write down the exact wording of the threat
6. When the caller rings off, dial 1471 to see if you can get their number.
7. Immediately report the incident to the Headteacher or another member of SLT
- 8. Phone 999 and inform the police: Follow their instructions**
9. Make notes about impressions of the caller (Use government official bomb threat checklist)