

# Critical Incident Management Policy

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# Introduction

The Arthur Terry Learning Partnership (ATLP) recognizes that whilst the safety of students, staff members and visitors on their school's premises is paramount, it is sometimes out of the control of the school. However, the Trust will put into place the appropriate measures to mitigate such events and minimize the impact.

In an emergency at any of ATLP schools, staff members at the school will endeavor to take all reasonable actions in order to ensure the safety of its students.

The procedures outlined in this policy aim to minimize disruption to the learning environment whilst ensuring the safety of all students, staff members and visitors, by responding to critical incidents as quickly and efficiently as possible. Some of the incidents are defined below.

- **Incident** - An incident may be defined as any sudden and unexpected event or sequence of events that can be dealt with by any member of staff. Depending on the nature and severity of the event, it may involve some communication with relevant leadership teams, management teams, and/or parents, but the member of staff remains in control and is able to cope.
- **Emergency** - An emergency may be defined as any sudden and unexpected event or sequence of events which overwhelms the coping mechanisms of any member of staff and requires a school to initiate its emergency procedures, i.e. emergency fire evacuation, suspected package, bomb threat, off-site visits etc.

Depending on the nature and severity of the event, it may involve some communication with and possible support from the ATLP Head Office and outside agencies, but the school takes control of the situation and is able to cope.

- **Critical Incident** - A critical incident may be defined as any sudden and unexpected event or sequence of events which cause trauma to the community of a school that requires immediate responsive action which is beyond that reasonably expected from the school's own management team. Critical incidents will likely result in significant public and media attention.

Schools within the ATLP will have their own site based Initial Response Teams (IRTs) and it will be the responsibility of the Team Leaders within each IRT to carry out an initial dynamic assessment of the incident and if it is deemed critical must notify the ATLP's Critical Incident Management Team's (CIMT's) Team Leader immediately without delay.

A sensible, realistic and pragmatic risk management approach must be adopted when carrying out the initial dynamic assessment and the nature (i.e. threat), likelihood, severity, and impact (i.e. consequence) of the incident must be considered if a true reflection is to be obtained as to whether the incident is critical or not.

- **Major Incident** - A major incident is an incident, if in the UK, is declared as a major incident either by the Police or Fire and Rescue Service, who will take overall control of the situation, and if outside the UK, the relevant authorities take control. The Trust's Critical Incident Management Plan must be initiated in such incidents, and the Critical Incident Management Team will be required to co-ordinate with the police, fire and rescue service, or other authorities.

A critical incident may be unanticipated, imminent or in progress, and may occur on a school's property, in the local community or out of School/school hours and may include some of the following:

- The death of a student, staff member or governance representative
- A serious incident involving a student or staff member on, or off, the school premises
- A violent intrusion onto the premises, e.g. a bomb alert
- Extensive damage to school property
- Environmental threats/incidents e.g. fire, flood, gas/fumes or explosion
- The effects of disasters in the wider community
- Incidents whilst on educational visits
- Epidemics
- Exposure to hazardous substances near, or on, the school premises
- Civil disturbances
- Hacking of IT infrastructure
- Impacts from a nearby attack or major incident at a 'high risk' prestigious neighbouring premises (e.g. emergency services response / road closures).

It is not possible to prepare in detail for every potential critical incident or threat that may occur, and while it is hoped that none of these incidents will occur, the ATLP does recognize that it is essential to have a general plan that defines the roles and responsibilities of the Critical Incident Management Team (CIMT) and Initial Response Team (IRT), and outlines the steps that need to be taken by them in the event of any critical incident being realized.

The aim of the Critical Incident Management Plan is to achieve the following.

- Ensure immediate, swift, and appropriate action is taken the moment a school within the ATLP is made aware that a critical incident has occurred.
- Co-ordinate all necessary remedial actions.
- Control, organize and co-ordinate all communication and response.
- Provide sensitive, non-intrusive support in the short and medium term to all those affected directly or indirectly by the event.
- To maintain, so far as is reasonably practicable, the normal routines of the school within the Trust.

## Legal framework

This policy has due regard to legislation and guidance including, but not limited to, the following:

- Workplace (Health, Safety and Welfare) Regulations 1992
- Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974
- Regulatory Reform (Fire Safety) Order 2005
- National Counter Terrorism Security Office (2015) 'Developing Dynamic Lockdown Procedures'
- DfE (2014) 'Health and safety: advice on legal duties and powers'
- DfE (2023) 'Emergency planning and response for education, childcare and children's social care settings'
- DfE (2019) 'School and college security'
- DfE (2015) 'Emergency planning and response'

This policy will be implemented in conjunction with the following school policies, documents and procedures:

- Health and Safety Policy
- Accident Reporting Procedure Policy
- Educational Trips and Visits Policy
- Complaints Policy
- Fire Evacuation Plan

- Personal Emergency Evacuation Plan
- GDPR Data Protection Policy

## Preventative and Precautionary Measures

Schools can take precautionary measures to prevent critical incidents and/or minimize their effects by ensuring the following:

- All staff and all other adults working in the school are familiar with the school's emergency fire evacuation procedure.
- All staff and all other adults working in the school are familiar with the school's emergency invacuation/lockdown procedures and how to determine what actions are sufficient for the circumstances.
- All staff and all other adults working in the school are familiar with the school's site security arrangements, in particular that all visitors must be vetted prior to their arrival, must sign in on arrival, and are managed by the host during their visit.
- External doors that don't have access control are locked so that unwanted visitors are kept out.
- Correct procedures are followed, i.e. Off-Site Educational Enrichment Visits and associated risk assessments etc.
- Class registers are completed accurately, submitted, and maintained.
- Students follow the correct procedures when registering their presence late.
- Staff are aware of students in their class or group with health or custodial problems and the way in which these should be treated.
- Staff never leave the school site alone to deal with a potentially violent situation.
- Staff never deal with a potentially intense situation in the school on their own.

## Roles & Responsibilities

Regardless of whether the incident is on-site or off-site, all staff who are involved or witness the incident will be responsible for adhering to their local procedures (i.e. Lockdown, Emergency Fire Evacuation, Off-Site Visits etc.), and if necessary, carry out their own immediate dynamic assessment of the incident before implementing any **immediate response**. If the incident is deemed to be of a 'critical' nature, then the relevant staff must notify their School's Initial Response Team (IRT) immediately through the correct channels.

A sensible, realistic, and pragmatic risk management approach must be adopted when carrying out a dynamic assessment and the nature (i.e. threat), likelihood, severity, and impact (i.e. consequence) of the incident must be considered if a true reflection is to be obtained as to whether the incident is critical or not.

The **School's Initial Response Team's (IRT's) Team Leader** will be responsible for conducting their own initial dynamic assessment of the incident, and if deemed 'critical' will notify their Co-Ordinator accordingly as to whether or not to alert/convene the School's Initial Response Team (IRT).

If the incident is not deemed to be of a 'critical' nature, i.e. an emergency, then the School's IRT will be responsible for taking overall control of the on-site management and co-ordination of emergency response activities, which, depending on the nature and severity of the event, may involve some communication with and possible support from the ATLP Head Office and outside agencies.

If the incident is deemed to be of a 'critical' nature, the IRT's Team Leader will be responsible for escalating the critical incident to **the ATLP's Critical Incident Management Team's (CIMT's) Team Leader** immediately without delay.

Upon being notified of a critical incident, the ATLP's Critical Incident Management Team's (CIMT's) Team Leader will be responsible for assessing and verifying the finding of the IRT's Team Leaders dynamic assessment immediately without delay, and to notify the ATLP's CIMT's Co-Ordinator accordingly as to whether or not to alert/convene the ATLP's Critical Incident Management Team (CIMT).

When a situation has been assessed, verified and is deemed to be of a critical nature, the ATLP's Critical Incident Management Team's (CIMT's) Team Leader will take overall management and co-ordination of both teams (i.e. IRT and CIMT) and all business operations will be directed by the ATLP's Critical Incident Management Team (CIMT). As the CIMT team may not be onsite, the deployment of many actions may still lie with the onsite IRT under the remote guidance of the CIMT.

The includes expertise from Pastoral Care, SEND, Safeguarding, Health and Safety, Operations and Estates, ICT Services, Human Resources, and Finances, and is designed to be flexible in order to respond effectively with incidents of varying types and severity even when key members are unavailable.

In the event of a crisis, communication with official external bodies such as the Health and Safety Executive (HSE), police, fire and rescue services, media and press will be the responsibility of the relevant member of the ATLP's Critical Incident Management Team (CIMT).

Where required, The Arthur Terry School will be allocated to the critical incident management team and any necessary equipment and information will be stored here.

With prior agreement, Anna Seward School will be used as a reserve off-site location for the critical incident management team when the on-site location is not usable. This may be substituted, depending on the incident, if a more appropriate location is required. This shall be determined jointly by the CFOO and the Directors of Education.

The team will collate and retain any records regarding the planning of, and response to, critical incidents, including written records and any recordings made via CCTV (Close Circuit Television).

The team will ensure that each member of staff involved in dealing with a critical incident has recorded all decisions that were made, any communication that was received and all tasks that were carried out.

## **Initial Response Team (IRT) and Critical Incident Management Team (CIMT)**

<b>Initial Response Team (IRT): School-based</b>	<b>Critical Incident Management Team (CIMT): ATLP-wide</b>
Team Leader: Headteacher Responsible for conducting the initial dynamic	Team Leader: CFOO Responsible for assessing and verifying the dynamic



assessment and to co-ordinate the school's Initial Response Team (IRT).	assessment and to take overall co-ordination of the ATLP's CIMT and school's IRT following escalation
Co-Ordinator: Deputy Head Only on receiving the go-ahead from the Team Leader, will be responsible for alerting/convening the school's IRT	Co-Ordinator: Director of Operations & Estates Only on receiving the go-ahead from the Team Leader, will be responsible for alerting/convening the ATLP's CIMT
<p>IRT Members:</p> <ul style="list-style-type: none"> <li>• Headteacher</li> <li>• Deputy Headteacher</li> <li>• SLT (Pastoral Care)</li> <li>• SLT (SEND Co)</li> <li>• SLT (Safeguarding)</li> <li>• Regional Site manager</li> <li>• Team Secretary</li> </ul> <p>Expertise from other schools' critical incident management teams will be shared if required.</p>	<p>CIMT Members:</p> <ul style="list-style-type: none"> <li>• CFOO</li> <li>• CEO</li> <li>• Operations &amp; Estates Director</li> <li>• Directors of Education (Primary &amp; Secondary)</li> <li>• Health &amp; Safety Manager</li> <li>• HR Director</li> <li>• Estates Managers</li> <li>• ICT Services Head</li> <li>• DPO</li> <li>• Governance &amp; Compliance Manager</li> <li>• Head of Finance</li> <li>• Catering Operations Manager</li> <li>• Operations and Estates manager.</li> <li>• Safeguarding Lead</li> <li>• Head of PR &amp; Communications</li> <li>• Team Secretary</li> </ul>

See Appendix 1 for current post-holders.

## IRT Member-specific responsibilities

### School IRT – Team Leader (Headteacher)

- Ensure all members of their staff are familiar with the critical and major incident policy and are familiar with the contents of response plans.
- Keeping a duplicate, up to date copy of the critical incident management policy and site-specific plans, both a hard copy and electronic, off the school premises in case of a fire, flood or explosion.
- Ensure all members of their school's IRT are briefed on their roles and that procedures are practiced as well as updated/ reviewed regularly particularly when there are new members of the team and reviewing allocations of responsibilities in light of staff absence.
- Ensure that an appropriate ratio of first aiders to students is sustained at all times.
- Reviewing the critical incident policy and develop and review site-specific plans at regular intervals, in conjunction with the Executive Team, ensuring that it is kept up to date.
- Ensuring the EVC briefs trip leaders on Educational visit plans and that they are familiar with it.
- Ensure that schools regularly practice emergency procedures including invacuation/lockdown and evacuation, and that all staff are aware of the alarms for different scenarios (i.e. invacuation alarms will be different to usual fire alarm evacuation sounds and may take another method entirely eg. radio/walkie-talkie communications, pagers, hand bell/airhorn, interactive whiteboard messages, use of coded word, etc.).
- Lead and control the setting's Initial Response Team (IRT).
- Decide in conjunction with other core team members on the risk classification of the incident and whether escalation to the ATLP's Critical Incident Management Team's (CIMT's) Team Leader is required or not.
- Liaise with ATLP's Critical Incident Management Team's (CIMT's) Team Leader and Co-Ordinator

who will jointly ratify any significant assessments and decisions made.

- Referral of all media queries to the ATLP Head of PR & Communications.
- Communicating any requirements for alternative arrangements with exam or assessment awarding bodies as a result of a critical incident and maintaining contingency arrangements.
- Keeping an individual log of and record all their actions and communications throughout the critical or major incident, see appendix 2 – Critical Incident Activity Log Form.
- Encourage everyone in the school community to take responsibility for security and promote the “right to be suspicious” – a challenge culture and to report any suspicious or unusual behavior.
- Compiling an emergency contact list and ensuring that it is accessible to staff as required whilst maintaining data security.

#### **School IRT Co-Ordinator (Deputy Headteacher)**

- Support the ATLP’s Health and Safety Manager in ensuring that the ATLP Critical and Major Incident Management Plan is up to date with the correct names of team members, their role, and their contact details.
- Will establish and maintain the satellite critical and major incident management room.
- Handle communication with employees at the setting.
- Keep an individual log of and record all their actions and communications throughout the critical or major incident, see appendix 2 – Critical Incident Activity Log Form.
- Ensure that all team members of the settings Initial Response team (IRT) keep an individual log of and record all their actions and communications throughout the critical or major incident, see appendix 2.

#### **School SLT – Pastoral Care**

- Ensure that the physical, mental, and emotional welfare of all students affected from the critical or major incident are supported so that they can continue to be happy, feel safe, feel involved, and perform to their potential.
- Ensure that enhanced pastoral care provisions are put in place and maintained throughout the incident, and if required, post incident as long as is necessary.
- Liaise closely with all school staff to ensure that everyone understands and supports the strategy.
- Keep an individual log of and record all their actions and communications throughout the critical or major incident, see appendix 2 – Critical Incident Activity Log Form. School SLT – SEND and Health
- Ensure compliance with the setting’s SEND and Managing Medications for Students policies.
- Ensure that existing provisions that support all students/students that fall under the category of special educational needs and disability (SEND), and those with known health conditions, are not compromised at any point during the critical or major incident.
- Ensure that SEND and Health support provisions are maintained so that the student/student can continue to be happy, feel safe, feel involved, and perform to their potential.
- Liaise closely with all school staff to ensure that everyone understands and supports the provisions for SEND and Health students/students.
- Keep an individual log of and record all their actions and communications throughout the critical or major incident, see appendix 2 – Critical Incident Activity Log Form.

#### **School SLT – Safeguarding**

- Ensure compliance with the setting’s Safeguarding Policy

- Ensure that existing safeguarding provisions that support all vulnerable students/students or students/students identified to be at risk are not compromised at any point during the critical or major incident, e.g. instances where an eligible child is at home due to an emergency situation at their setting, those children who qualify for benefits-related free meals should receive this support as normal (where possible) for example via the provision of a lunch parcel.
- Ensure that safeguarding provisions are maintained so that the vulnerable student/student or student/student identified to be at risk can continue to be happy, feel safe, feel involved, and perform to their potential.
- Liaise closely with all School staff to ensure that everyone understands and supports the safeguarding provisions.
- Keep an individual log of and record all their actions and communications throughout the critical or major incident, see appendix 2 – Critical Incident Activity Log Form.

#### **School Initial Response Team (IRT) Secretary**

- Provide full secretarial support to the settings Initial Response Team (IRT).
- Support the settings Initial Response Team's (IRT's) Co-Ordinator with the setup of the satellite critical and major incident management room.
- Support the settings Initial Response Team's (IRT's) Team Leader and Co-Ordinator in executing their specific responsibilities, both ongoing and in the event of the ATLP's Critical Incident Management Team being called.
- Ensure that all staff likely to handle incoming telephone calls or mail are fully briefed and supported with the appropriate templates.
- Keep an individual log of and record all their actions and communications throughout the critical or major incident.
- Ensure that all members of the settings Initial Response Team (IRT) have access to and complete the Critical Incident Activity Log Form.

### **CIMT Member-specific responsibilities**

#### **The ATLP CIMT – Team Leader (Chief Finance & Operations Officer - CFOO)**

- Lead and control the ATLP's Critical Incident Management Team (CIMT).
- Ratify any significant assessments and decisions made by a setting Initial Response Team's (IRT's) Team Leader.
- Decide on contact with external regulatory authorities and delegate responsibility for contact as deemed appropriate, i.e. Police, Health and Safety Executive (HSE), Environmental Agency, Local Authority, Department for Education (DfE).
- Ensure that records of all costs are kept and are available for subsequent legal or insurance claims.
- Inform and maintain contact with key stakeholders as appropriate or ensure that all key stakeholders have been contacted by the ATLP's Critical Incident Management Team's (CIMT's) Co-Ordinator.
- Keep an individual log of and record all their actions and communications throughout the critical or major incident, see appendix 2 – Critical Incident Activity Log Form.

#### **The ATLP CIMT Co-Ordinator (Director of Operations & Estates)**

- Ensure that all Initial Response Team (IRT) Team Leaders have shared the ATLP's Critical and Major Incident Management Plan with their team members, and all IRT team members have

familiarised themselves with the contents of the plan.

- Ensure that THE ATLP's Critical and Major Incident Management Plan is shared with the ATLP's Critical Incident Management Team (CIMT), and all CIMT team members have familiarised themselves with the contents of the plan.
- Ensure that all team members from all Initial Response Teams (IRTs) and the ATLP Critical Incident Management Team (CIMT) have been trained in handling critical and major incidents.
- Keep an individual log of and record all their actions and communications throughout the critical or major incident, see appendix 2 – Critical Incident Activity Log Form.
- Ensure that all team members of the ATLP's Critical Incident Management Team (CIMT) keep an individual log of and record all their actions and communications throughout the critical or major incident, see appendix 2.
- Ensuring that the Trust maintains appropriate insurance, and that the terms and provisions of such insurance is reflected in this policy and appropriately applied.

#### **The ATLP Chief Executive Officer (CEO)**

- Support the ATLP's Critical Incident Management Team's (CIMT's) Team Leader and Co-Ordinator with strategic decisions and direction.
- Review & authorize any/all media and staff-wide communications following preparation by the ATLP Press & Communications Manager.
- Update the Trust Board and Members as appropriate, supported by the ATLP Press & Communications Manager and Governance & Compliance Manager.

#### **The ATLP Director of Education (Primary / Secondary)**

- Support the ATLP's Critical Incident Management Team's (CIMT's) Team Leader and Co-Ordinator with strategic decisions and direction.
- Support contact and communication with key stakeholders.
- Keep an individual log of and record all their actions and communications throughout the critical or major incident, see appendix 2 – Critical Incident Activity Log Form.

#### **The ATLP Health and Safety Manager**

- Ensure that the ATLP's Critical and Major incident Management Plan is periodically reviewed and kept up to date with:
  - The correct names of team members, their role, and their contact details.
  - Updates to legislation and statutory guidance which may impact upon actions taken, roles and responsibilities.
  - Third party (i.e. *regulatory authorities*) contact names, their roles, and their contact details – Police, Health and Safety Executive (HSE), Environmental Agency, Local Authority, Department for Education (DfE).
- Advise and guide the ATLP's Critical Incident Management Team and all Initial Response Teams (IRTs), in the contents of the ATLP's Critical and Major Incident Management Plan.
- Advise, guide, and facilitate in all health and safety risk evaluations.
- Advise and guide in any critical or major incidents involving off-site educational enrichment visits.
- Advise and guide on any potential civil or criminal liability claims.
- Lead, oversee, and report on any critical or major incident investigations.
- Ensure that any strategic decisions and directives are compliant with existing Health and Safety Legislation and Regulations.
- Keep an individual log of and record all their actions and communications throughout the critical or major incident, see appendix 2 – Critical Incident Activity Log Form.

### **The ATLP Director of HR**

- Provide advice on all employee issues and will either lead or facilitate in any communications that are made with employees.
- Keep an individual log of and record all their actions and communications throughout the critical or major incident, see appendix 2 – Critical Incident Activity Log Form.

### **The ATLP Estates Managers**

- Jointly with the ATLP's Head of ICT Services, will set up and maintain the ATLP's Critical Incident Management Team's (CIMT's) critical and major incident management room.
- Oversee site security.
- Support the ATLP's Health and Safety Manager in any critical or major incident investigations.
- Keep an individual log of and record all their actions and communications throughout the critical or major incident, see appendix 2 – Critical Incident Activity Log Form.

### **The ATLP Head of ICT Services**

- Jointly with the ATLP's Estates Managers, will set up and maintain the ATLP's Critical Incident Management Team's (CIMT's) critical and major incident management room.
- Oversee Information Communication Technology (ICT) equipment.
- Advise, guide, and direct on all matters relating to ICT system security and General Data Protection Regulations (GDPR).
- Keep an individual log of and record all their actions and communications throughout the critical or major incident, see appendix 2 – Critical Incident Activity Log Form.

### **The ATLP Head of Finance**

- Ensure continuity of financial operations by fulfilling the ATLP's payment obligations towards our suppliers.
- Advise on bespoke financial matters that may affect the settings students and/or parents, e.g. provision of a financial alternative for free school meals, bursary payments, refunds for school trip cancellations etc.
- Ensuring availability of funds to support the Trust throughout the duration of the incident, including liaison with the bank as required.
- Log and record extraordinary costs associated with the incident, which may form part of a future claim for reimbursement, e.g. an insurance claim.
- Ensure ongoing compliance with the Academy Trust Handbook throughout the incident, particularly regarding any payments that may be deemed novel or contentious.

### **The ATLP Catering Operations Manager**

- Ensure daily food and catering provisions are maintained and are compliant with all food hygiene regulations and national food standards.
- Ensure catering accounts are maintained so that food supplied continues to be of exceptional quality throughout the incident.
- Advise, guide, and direct on all matters relating to food safety.
- If necessary, will liaise with the Environmental Health Officer (EHO) from the Local Authority in any matters relating to food product contamination.
- Work with the ATLP Safeguarding Lead to ensure arrangements are in place for providing school meals for students in an emergency. They should provide meal options for all pupils who are in school, and meals should be available free of charge to all infant pupils and pupils who

meet the benefits-related free school meals eligibility criteria. Eligible pupils should continue to be supported for the short period when they are unable to attend school.

- Keep an individual log of and record all their actions and communications.

#### **The ATLP Press & Communications Manager**

- Main contact for internal & external queries and responses including media. Note, all media responses must be ratified by the CEO, and if relevant, release of any media information must be agreed in conjunction with the police.
- Support all staff likely to handle incoming telephone calls or mail with appropriate statements and FAQ responses.
- Keep an individual log of and record all their actions and communications.

#### **The ATLP Governance & Compliance Manager**

- Ensure jointly with the Health & Safety Manager that the ATLP's Critical and Major incident Management Plan is periodically reviewed, socialized with staff and kept up to date with:
  - Updates to legislation and statutory guidance which may impact upon action taken, roles and responsibilities, recording and reporting requirements.
  - Third party (i.e. *regulatory authorities*) contact names, their roles, and their contact details – Police, Health and Safety Executive (HSE), Environment Agency, Local Authority, Department for Education (DfE).
- Support the Chief Executive Officer in appropriate and timely communications with the Trust Board and Members.
- Keep an individual log of and record all their actions and communications.

#### **THE ATLP Critical Incident Management Team (CIMT) Secretary**

- Provide full secretarial support to the ATLP's Critical Incident Management Team (CIMT).
- Support the ATLP's Facilities and Estates Manager, and the ATLP's Head of ICT Services, with the setup of the ATLP's critical and major incident management room.
- Support the ATLP's Critical Incident Management Team's (CIMT's) Team Leader and Co-Ordinator in executing their specific responsibilities.
- Ensure that all staff likely to handle incoming telephone calls or mail are fully briefed and supported as appropriate with content/statements agreed by the Press & Communications Manager & CEO.
- Keep an individual log of and record all their actions and communications throughout the critical or major incident, i.e. Critical Incident Activity Log Form.
- Ensure that all members of the ATLP's Critical Incident Management Team (CIMT) have access to the Critical Incident Activity Log Form, and that it is completed.

### **All ATLP staff responsibilities**

All ATLP staff must comply with the following:

- The ATLP's overarching Health and Safety Policy.
- Local settings bespoke health and safety protocols.
- Effectively implementing the critical incident management plan, when necessary.
- Ensuring that they effectively understand the school's critical incident management plan.
- Understanding how to effectively carry out the school's emergency evacuation procedures.
- Understanding their role in the execution of the school's emergency plans, including evacuation procedures and the critical incident management plan.
- Ensuring that students are aware of the school's emergency evacuation procedures.

- Ensuring that their own contact details are kept up to date on school records.
- Reporting and recording minor and critical incidents in line with the school's Accident Reporting Procedure Policy.

## Guidance

### Immediate Tasks

- Immediate action will be taken in order to safeguard pupils and staff, using the relevant emergency procedure signal to alert staff members.
- The alarm will be raised by the first adult at the scene of the incident.
- Members of the IRT team will ascertain the details of the incident and contact emergency services and escalate to the CIMT as required. Contacting emergency services shall not necessitate prior contact with the CIMT if there is an immediate and urgent need.
- The emergency services will be contacted, and the following information will be given:
  - The emergency services required
  - Exact location of incident
  - Number of casualties
  - Number of injuries
  - Location and phone number of where the call is being made from
  - Any hazards which the emergency services may encounter on site.
- All initial information regarding the incident will be logged using the Initial Action Form.
- First aid will be administered by the first trained first aider at the scene of the incident.
- All first aid and medical treatment will be administered and recorded in line with the school's First Aid Policy.
- Where possible, the school will remain open, and a normal routine will be maintained.
- The IRT will ensure that accurate information can get into and out of the school and that several staff have access to next-of-kin lists.
- Initiate strategies for dealing with enquires and informing individuals as appropriate (i.e. parents & legal guardians, staff, students, appropriate authorities)

### Emergency procedures

- All staff members and pupils are aware of the school's emergency procedures, including those outlined in the school-specific Lockdown Procedures.
- The school's designated emergency assembly points are clearly indicated and known by all staff members and pupils.
- ATLP schools will carry out a practice drill of their school's evacuation procedure at least once a term, to ensure that pupils and staff members fully understand what is involved in the procedure, and that it is implemented effectively.
- In the event of an evacuation, staff members and pupils will be alerted by the school/site's relevant warning signal as detailed in the site-specific evacuation procedures.
- In the event of an external hazard, staff members will be signaled of the need for shelter by their own schools relevant warning signal as detailed in their lockdown procedures indicating to staff that the school's procedure should be followed.
- In the event of an intruder, staff members will be signaled to commence the lockdown procedure by their own schools relevant warning signal as detailed in their lockdown procedures.
- All staff members are aware of the evacuation routes and assembly points in the case of a bomb threat.
- In the event of severe weather, the procedures outlined in the school's Severe Weather Policy will be followed.



- All staff members are aware of the school's designated first aiders and the locations of first aid boxes within the school.
- In the event that first aid, or medical treatment is necessary, the first aid procedures outlined in the school's Health & Safety Policy will be followed.
- Staff members will be aware of any Personal Emergency Evacuation Plans in place.
- All staff members will receive training regarding the school's emergency evacuation procedures, and will be aware of:
  - The appropriate route to take.
  - What assembly point to use in the event of different scenarios.
  - Security arrangements that are in place, such as the locking of the school gates.
  - Access arrangements for the emergency services.

## **Lockdown procedures**

Lockdown procedures (locking doors / covering windows and securing access points) are intended to frustrate or delay anybody who may be a threat, in trying to access the building, which may reduce the potential number of casualties in the case of weapons/violent attacks. Site-specific plans will be written, communicated and tested at each ATLP school, with plans including partial and full lockdown elements.

Where possible during the lockdown, staff can use discreet lines of communication. Examples of discreet communication channels might be:

- Where staff have access to an internal e-mail system accessing their account through a variety of means e.g. laptop, smartphone or tablet.
- Group communication through "user groups" via text message.

### **Partial lockdown**

This might be used on large sites with larger numbers of occupants where there is an incident in one area of the site. This may mean that occupants are aware and alerted to the security situation elsewhere, points of entry to the building are secured to prevent any threat entering the building and individuals are prevented from leaving. In these cases, movement may continue in the building depending on the threat.

### **Full lockdown**

May develop from partial lockdown situation or may be the result of a threat inside or outside the building such as a weapons attack. In these situations, staff will alert emergency services, communicate with building occupants and secure access to the building.

Those inside the building will:

- Move away from windows.
- Lock internal doors if possible either by use of security system or manual locks.
- Close blinds/curtains.
- Remain quiet and out of sight.
- Turn off room lights.
- Turn off smartboards and computer monitors.
- Silence personal devices.
- Move towards the inner core of building/safe areas if possible. In a potential gunfire situation, stay in a location that would protect people from this threat; considering locations behind substantial brickwork or heavy reinforced walls.

Staff and students should be aware of the potential impact on their ability to "run, hide" if using automatic door locking systems in a lockdown situation.



When site-specific plans have been developed, ATLP schools will practice and communicate the plan at regular intervals. All occupants of a building should be involved in practising the procedure.

## Emergencies during educational visits

- All staff members will act in accordance with ATLPs Educational Trips and Visits Policy, following the outlined procedures in the event of an emergency.
- Critical incidents that occur on school trips will be managed in the same way as those that occur on the school premises.
- The trip leader is responsible for maintaining written records of any critical incidents that occur whilst on a trip, as well as the action which was taken and by whom.
- The trip leader is responsible for reporting the critical incident to the headteacher immediately.
- Any critical incident that occurs on a school trip will be communicated to all staff members, ensuring that they are aware of any pupils who may suffer from shock.

## Hostage Situation

In the event of someone being taken hostage on the premises, the headteacher/designated senior leader will seek further advice from the emergency services. It may be necessary to evacuate the rest of the site. Staff and pupils may be asked to hide or disperse if this will improve their safety. If armed police attend the site, staff, students and visitors will observe the following advice-:

- Follow police officers' instructions;
- Remain calm;
- Avoid sudden movements that may be considered a threat;
- Keep hands in view.

### Armed police officers may:

- Point guns;
- Treat individuals firmly;
- Question individuals;
- Be unable to distinguish individuals from the threat.

## Bomb Threat

### Telephone Threat

- All members of staff who answer school telephones will be made aware of the procedures for handling a bomb threat made over the telephone. Every school will arrange training for staff to become familiar with the procedure.
- All relevant members of staff will receive a Bomb Threat Checklist (see Appendix 5)
- When a threatening telephone call is received, the member of staff will gather as much information as possible and remain calm.
- Once the telephone call has ended, the IRT Team Leader (Headteacher) will be notified.
- The member of staff who answered the telephone will complete the Bomb Threat checklist immediately.
- The **police** will be notified immediately. The IRT Team Leader (Headteacher) will then liaise with the police to determine the best course of action. The school will provide the police with the following information:
  - A mobile contact number, so the headteacher/designated senior decision maker can be called if the premises are evacuated.
  - The number of pupils and staff at the school.

- The written record of the call.
- Whether a decision has already been made to evacuate. If it has, the police will be told the location of the assembly point. This may be at an alternative site/school.
- The IRT Team Leader (headteacher) will inform the CIMT as early as practicable in order for them to commence support for the situation.
- If the threat specified a particular time, evacuation procedures will be followed. This will only be done if the headteacher/designated senior decision maker believes there is enough time for an evacuation to be carried out safely. Otherwise, the IRT Team Leader (headteacher) will await instruction from the police.
- Once the decision to evacuate has been taken, the alarm will be used to alert all members of staff. Staff and pupils will relocate to the fire assembly points on site.
- Once a decision for lockdown or evacuation has been made, site-specific emergency procedures will be followed.

### Written Bomb Threats

- If a written bomb threat is received, the IRT Team Leader (headteacher) will be immediately notified.
- The letter will be handled as little as possible and will be placed in a clean envelope until it can be handed to the police. A record will be made of the date and time the letter was received.
- The **police** will be notified immediately. The IRT Team Leader (headteacher) will then liaise with the police to determine the best course of action. The school will provide the police with the following information:
  - A mobile contact number, so the headteacher/designated senior decision maker can be called if the premises are evacuated.
  - The number of pupils and staff at the school.
  - Whether a decision has already been made to evacuate. If it has, the police will be told the location of the assembly point. This may be at an alternative site/school.
- If the threat specified a particular time, evacuation procedures will be followed. This will only be done if the headteacher/designated senior decision maker believes there is enough time for an evacuation to be carried out safely. Otherwise, the IRT Team Leader (headteacher) will await instruction from the police.
- The IRT Team Leader (headteacher) will inform the CIMT as early as practicable in order for them to commence support for the situation.
- Once the decision to evacuate has been taken, the alarm will be used to alert all members of staff. Staff and pupils will relocate to the fire assembly points on site.
- Once a decision for lockdown or evacuation has been made, site-specific emergency procedures will be followed.

### Bombs Threats via Email

- If a threat is received via email, the message will be saved in order for it to be investigated by the police.
- The school's IRT Team Leader (headteacher) will be notified as soon as a threat is received.
- The **police** will be notified immediately. The IRT Team Leader (headteacher) will then liaise with the police to determine the best course of action. The school will provide the police with the following information:
  - A mobile contact number, so the headteacher/designated senior decision maker can be called if the premises are evacuated.
  - The number of pupils and staff at the school.
  - Whether a decision has already been made to evacuate. If it has, the police will be told the location of the assembly point. This may be at an alternative site/school.
  - Contact details for the ATLP IT team to support police investigations and activity as required.
- If the threat specified a particular time, evacuation procedures will be followed. This will only be done if the IRT Team Leader (headteacher) believes there is enough time for an evacuation to be carried out safely. Otherwise, the IRT Team Leader (headteacher) will await instruction from the police.
- The IRT Team Leader (headteacher) will inform the CIMT as early as practicable in order for them to commence support for the situation.
- Once the decision to evacuate has been taken, the alarm will be used to alert all members of staff. Staff

- and pupils will relocate to the fire assembly points on site.
- Once a decision for lockdown or evacuation has been made, site-specific emergency procedures will be followed.

## IT Infrastructure Incident

If staff members or students believe that their school/the ATLP's IT has been hacked or compromised, they should immediately [report this to the IT team](#). Individuals should take affected equipment offline immediately (i.e. disconnect from networks and Wi-Fi), update credentials and passwords immediately where possible and follow instructions from the IT team. No machines should be turned off until forensic experts arrive.

ATLP's IT team will review the concern and alert the CIM Team if the concern is validated and of a significant magnitude. Immediate instructions will be provided to headteachers to socialise in accordance with the magnitude of the breach and the relevant cybersecurity incident response procedure.

Law enforcement will be informed as appropriate in order to provide remote support and guidance, which may be in conjunction with the National Cyber Security Centre (NCSC). Under GDPR guidelines, the ATLP Data Protection Officer will report the incident to the ICO in accordance with reporting requirements if the incident involves a data breach.

The Trust maintains a separate 'Disaster Recovery and Business Continuity Plan' outlining arrangements for IT Infrastructure incidents, managed in conjunction with the Trust's ICT partners.

ATLP Helpdesk email: [helpdesk@atlp.org.uk](mailto:helpdesk@atlp.org.uk)

ATLP Helpdesk website: <https://helpdesk.atlp.org.uk/helpdesk/WebObjects/Helpdesk.woa>

## Short Term Actions

Following the occurrence and management of a critical incident, the school's short term aims include the following:

- Contacting those directly involved
- Informing the Trust's wider Executive Team via the Director of Education
- Appropriately debriefing the school community & appropriate authorities/individuals
- Attempting to maintain normal school routines.
- Making appropriate plans for attendance at funerals and memorials
- Monitoring the wellbeing of staff and students, particularly those directly involved in the incident.
- Expressing sympathy to the families of those involved
- Identifying vulnerable staff and students, ensuring they are aware of the support available to them.
- Supporting the CIMT Team-Leader with engagement with the ATLP's insurers.

## Medium Term Actions

In the medium term, the school's aims include the following:

- Staff members will strive to create a welcoming atmosphere in which pupils can openly discuss life events, including when critical incidents occur.
- Making arrangements for students involved to return to school, including where required, phased return to school approaches.
- Arranging alternative teaching, where necessary
- Providing support to staff members and students affected, consulting where appropriate with parents, and ensuring that the individual's needs are taken into account.

- Arranging consultations with educational psychologists, where necessary
- Clarifying support arrangements and referring students for individual help, if appropriate
- Keeping parents updated and informed.
- The critical incident management team will lead debriefing meetings for staff members, pupils and parents, as well as for the wider community where appropriate.
- The need for individual or group support will be assessed by class teachers in the period following a critical incident. Information regarding the support being accessed by staff members and pupils will be treated as personal data and processed in line with the ATLPs GDPR Data Protection Policy, transferring information to external agencies where necessary.

## Long Term Planning

In the longer term, the school's aims include the following:

- Introducing support systems to continuously monitor vulnerable students and staff members.
- Discussing how to mark anniversaries.
- Ensuring all staff members, including new staff, are aware of students and staff members affected by the incident and acting sensitively to their needs.
- Remembering that the legal processes, enquiries and even news stories may bring back distressing memories and cause temporary upset within the school.
- Ensuring students and staff members know how to obtain further help.
- Ensuring that topics including bereavement, stress and safety will be covered as part of the curriculum.
- The Trust will support the headteacher, as required, and provide appropriate coordination.

## Communications

- To aid communication within the school community, the school will collate a hard copy of emergency contacts information, which will be kept accessible at all times. This will include the following information:
  - Pupils' emergency contact details
  - Staff members' emergency contact details
  - Contact details for the Critical Incident Management Team
  - Contact details of governance representatives (Trustees, Advocates & Members)
  - Emergency contact details for the LA
  - Phone numbers for relevant travel companies
  - Phone numbers for regular supply staff
  - Pupil and staff movement data, including class itinerary.
- The headteacher is responsible for ensuring that this information is reviewed on a regular basis and is updated to reflect changes in staffing details. The ATLP central IT team will be responsible for supporting with storage and accessibility of electronic data at all school sites.
- The respective school's internal communication systems will be used to alert staff members to a critical incident in the first instance, without alarming pupils unnecessarily.
- Staff members, pupils and parents will be informed of critical incidents in the most sensitive way possible.
- The parents of pupils who are directly involved in the incident will be contacted immediately using the emergency contact details provided to the school.
- Pupils will be informed of a critical incident in groups as small as practicable.
- Parents of pupils not directly involved in the incident will be contacted quickly and efficiently, via the school's parental communication channel, as soon as is reasonably practicable.
- Members of the Trust Board will be informed about the critical incident as soon as possible.
- During an emergency, staff members will use mobile phones to stay in contact with one another and communicate key messages.

## **Communication with carers/parents during Invacuation, Lockdown or Evacuation**

It may be useful to reinforce the message that if the school is in a lockdown situation, phone lines and entrances will be un-manned, external doors locked and nobody will be allowed in or out.

In the event of an actual lockdown, it is strongly advised that any incident or development is communicated to parents/carers as soon as is practicable using pre-planned messages. Key information provided will be:

- The school has an ongoing security situation.
- Their child's welfare is important and the school has followed lockdown/invacuation/evacuation procedures.
- Request that they do not to contact the school. (Calling the school could tie up telephone lines and being unable to get through can cause further anxiety).
- Request that they do not come onto the school site as this will interfere with emergency services access and may even put themselves and others in danger.
- How they may get information about when it is safe to collect their children, and where this will be from (e.g., parent text/police).
- What will happen if the lockdown continues beyond school hours.

Should parents/carers present themselves at the school during a lockdown, under no circumstances will members of staff leave the building to communicate directly with them.

## **Media relations**

- All communication between the school and the media will be conducted via the ATLP Head of PR and Communications. Staff members will be made aware not to talk off the record to the media and will refer all enquiries to the headteacher and the ATLP Head of PR and Communications
- All information and statements given to the media will be factual and through a single reliable source. In the early stages of a critical or major incident, the media should be given a simple holding statement which must be prepared by the ATLP Head of PR and Communications with the promise of a proper statement once the full facts are known. This promise must be fulfilled, otherwise the media will write their own story.
- All statements will be agreed by the ATLP Head of PR and Communications and the CEO before going to the press.
- Times of press releases & social media updates will be pre-agreed in order to avoid continuous pressure and managed by the ATLP Head of PR and Communications.
- Interviews with students and the naming of students will not be authorized unless parental consent has been sought.
- Personal information regarding staff members, pupils and visitors will be kept confidential and treated in accordance with ATLPs GDPR Data Protection Policy.
- Child protection and safeguarding measures will be taken when reporting about students.
- Details of the critical incident which may be harmful to investigations into the incident, or which reveal personal information will be treated as confidential.
- The school will aim to reassure the public and demonstrate control of the situation, as well as counter any dangerous rumours or gossip.
- Social media will be monitored and coordinated by the ATLP Head of PR and Communications. School and ATLP posts will share consistent messages. The ATLP Head of PR and Communications may manage social media posts on behalf of the school and will need access to passwords and permissions. An ICT staff member will be on hand and easily contactable to deal with any ICT issues (e.g. website crash/access to social media in case filters are blocked).

- Where appropriate, a pre-prepared statement containing basic information about the school and the school's procedures will be used. Updates on ATLP websites will be made by the ATLP Head of PR and Communications in conjunction with ICT team. Schools may be required to update their website messages in co-ordination with the ATLP Head of PR and Communications and the ICT team.
- The critical incident management team will ensure that any media access to the site, staff and pupils is controlled. If necessary, a suitable and dedicated room should be allocated for any media briefings/interviews, with access to wi-fi and technical equipment.

### **Guidelines for designated media spokespeople**

- Keep a record of all printed information sent to and all conversations made with the media.
- Respond to requests for information in agreed timescales and make no promises on actions or responses that cannot be kept.
- If appropriate, reiterate the Trust's safety record and emergency procedures.
- At every stage, underline that the Trust's prime concern is safety and reassurance.
- If appropriate, provide the Trust's Health and Safety Policy and relevant procedures to the media.
- Use agreed and approved statements as the basis for comments and interviews, but do not stick to these words so that it sounds as if you are.
- Never publicly speculate on the cause, results, or any other aspects. Provide only factual information that has been verified and approved by the ATLP's Critical Incident Management Team (CIMT) and PR & Communications Manager.
- Do not use dramatic adjectives or phrases such as "fatal mistake". Describe a course of events in factual language.
- Do not use "No Comment" in a critical or major incident as it might imply callousness at best, or culpability at worst. Be helpful and promise to provide reporters with the information requested as soon as it is available – and do so.
- Never discuss anything "Off the Record" as there is no such thing when dealing with the media.
- Do not say anything that you do not want to see in print.
- Never comment on compensation or make negative comments.
- Do not put a financial figure on damages – people's safety is the only issue and concern.

## **Exam and assessment disruption**

In the very exceptional circumstances where a school needs to close due to an emergency or critical incident, the school will make alternative arrangements with the awarding bodies. The school will take full responsibility for informing parents and students of any agreed changes due to emergencies. These may include:

- Using alternative venues.
- Exam results being generated by the awarding body, based on other assessments in the same subject.
- The opportunity for the student to sit any missed exam later in the year.

## **Topics for consideration**

## **Multi-cultural and multi-faith issues**

It is imperative for schools to be aware of their students' backgrounds, i.e. having an informed understanding of the different cultural and religious attitudes to disability, disasters, death, bereavement, mourning and funerals. Such awareness of the diverse views and expectations will contribute towards creating a supportive ethos within the school.

## **Attributing blame**

The explanations people give on the cause of any disaster can influence the speed with which those involved adjust. People who feel guilty for having somehow caused the accident will generally take longer to recover. Schools should know their students and be aware of how different religious and ethnic groupings may interpret the causes of disaster. Such knowledge will be invaluable to all those members of staff and outside professionals, who are trying to help the student(s) make sense of what happened.

## **Social support**

People who feel socially supported in relationships where they can confide their feelings survive all sorts of tribulations better. Therefore, schools who can promote such an atmosphere of support, trust and confiding among its members of staff and students will be better able to cope with a disaster.

## **Handling complaints**

- The ATLP recognizes that the occurrence of a critical incident is a sensitive subject.
- Complaints or concerns regarding any of its school's critical incident arrangements should be made in accordance with the ATLP Complaints Policy.
- The school will continuously work to address and resolve concerns, ensuring that critical incidents are dealt with in line with the law, as well as in a sensitive and supportive manner.

## **Monitoring and review**

This policy will be reviewed on a biennial basis. A change made to the policy will be communicated to all staff following the approval of the trustees.

# Appendix 1 – Critical Incident Assessment and Escalation Form

**Note:** Form to be completed jointly by the settings Initial Response Team (IRT) Team Leader and Co-Ordinator.

<b>Name of setting:</b>		<b>Exact location:</b>	
<b>Name of IRT Team Leader:</b>		<b>Signature:</b>	<b>Date:</b> (dd/mm/yy)
<b>Name of IRT Co-Ordinator:</b>		<b>Signature:</b>	<b>Date:</b> (dd/mm/yy)

<b>Incident Type: (Tick Box)</b>	Fatality, serious life changing injury or illness.	<input type="checkbox"/>	Report of food product contamination.	<input type="checkbox"/>
	Extortion or threat including bomb threat.	<input type="checkbox"/>	Off-site incident.	<input type="checkbox"/>
	Kidnap or physical attack/violence to staff, students, and visitors.	<input type="checkbox"/>	Major public health threat, i.e. epidemics and pandemics.	<input type="checkbox"/>
	Major site incident (Fire, Explosion, Flood).	<input type="checkbox"/>	Other:	<input type="checkbox"/>
<b>Staff at the scene</b>				
<b>Alert raised by</b>		<b>Number of people involved</b>		
<b>People who have been informed</b>		<b>Number of casualties &amp; injuries</b>		
<b>Brief Description of the Incident, any actions taken and assistance needed:</b>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>			

<b>Critical Incident Escalated to THE ATLP CIMT Team Leader:</b>  (Tick Box)	<b>YES</b>	<b>NO</b>
	<input type="checkbox"/>	<input type="checkbox"/>



## Appendix 2 – Critical Incident Activity Log

<b>Critical Incident Activity Log:</b>	Page 1 of .....
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<b>Title or Codeword of Critical Incident:</b>	
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<b>Log Compiled By:</b>		<b>Signature:</b>	
<b>Log Start Date:</b>		<b>Log Start Time:</b>	

<b>Team Involved: (Tick Box)</b>	<b>Initial Response Team (IRT)</b>	<input type="checkbox"/>	<b>THE ATLP Critical Incident Management Team (CIMT)</b>	<input type="checkbox"/>
<b>Team Members:</b>				

Date	Time	Action	By Whom	Name of Initiator

## Appendix 3 – Press Response Form

**Note:** Under no circumstances should anyone speak to the media in detail about any incident without the authorization of the ATLP CEO.

If the media call you, do not enter into a detailed discussion, or give any information, opinion, names, or contact details. Take details of the caller and advise them that you will forward their details to the relevant individuals and reassure them that someone will get back to them as soon as it is practicably and conveniently possible.

<b>Date Call Taken:</b>		<b>Time Call Taken:</b>	
<b>Call Taken By:</b>			

<b>Journalist's Name:</b>	
<b>Journal/Station Name:</b>	
<b>Telephone/Mobile No.:</b>	
<b>Email:</b>	
<b>Address:</b>	

<b>Comment/Request:</b>	

<b>Deadline Date and/or Time:</b>	<b>Date</b>	<b>Time</b>

<b>Call Referred to ATLP PR &amp; Communications Manager</b>	<b>Date</b>	<b>Time</b>

## Appendix 4 – Switchboard Briefing Form

<b>Issued by:</b>		<b>Signature:</b>	
<b>Issued On:</b>	<b>Date</b>	<b>Time</b>	

<b>Setting/s:</b>	
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**This is to alert you to the fact that you may be receiving calls from the media or from the general public concerning *(give brief details)*:**

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**Please note the following should you receive any such calls:**

1. Must follow the ATLP's protocols and make no comment on the incident, even if asked.
2. Under no circumstances should anyone speak to the media in detail about any incident without the authorization from the ATLP Chief Executive Officer (CEO).
3. Our PR & Communications Manager and CEO must approve all disclosures to the media and the general public.
4. If the media call you, do not enter into a detailed discussion about any incident, or give any information, opinion, names, or telephone numbers. Take details of the caller, using the Press Response Form, and advise them that you will forward their details to the relevant individuals and reassure them that someone will get back to them as soon as it is practicably and conveniently possible.
5. All general public calls must be referred to either the settings Initial Response Team (IRT) or THE ATLP's Critical Incident Management Team (CIMT).
6. Unless otherwise directed by either the settings IRT or THE ATLP's CIMT, must not give a general public caller any information, opinions, names, or contact details.
7. Keep a note of the number of calls from the public.
8. If the caller refuses to be referred, take their name, and contact details and reassure them that someone who can help them will call them back shortly.

## Appendix 5 – Telephone/Email Threat Form

This form must be used if you receive a threatening phone call, e.g. concerning a bomb or fire threat, talks of contaminating any food product, or demands for money from the Trust.

During the call:

- Remain calm and do not show anger or fear.
- Do not worry if you are unable to complete a Telephone Threat Form during the call, wait until the call is finished, then go through and complete a Telephone Threat Form to the best of your ability.
- Make no promises.
- State that you have no power to make decisions regarding the matter and can only pass on information to the relevant bodies.
- Agree that you will not call the Police, that is if the caller demands this.

Try to get as much information as possible by keeping the caller talking. Ask questions and keep a record of what was said and how it was said. If recording equipment/facilities are available to be linked to the line, turn it on.

Immediately notify the settings Initial Response Team's (IRT's) Team Leader or Co-Ordinator when the call has ended and do not discuss the call with anyone else, that is unless authorized to do so by the settings Initial Response Team's (IRT's) Team Leader or Co-Ordinator.

Any threats via email must be forwarded to the settings Initial Response Team's (IRT's) Team Leader or Co-Ordinator immediately upon receipt and without delay. Anyone receiving a threat via email must not reply unless authorized and directed to do so by the settings Initial Response Team's (IRT's) Team Leader or Co-Ordinator.

<b>Date Call Taken/Email received:</b>		<b>Time Call Taken/Email Received:</b>	
		<b>Time Call Ended:</b>	
<b>Call Taken/Email received By:</b>		<b>Signature:</b>	
<b>Job Title:</b>			
<b>Telephone number and extension/email account where Call/email was received:</b>			
<b>Setting:</b>			

<b>Bomb or Fire Threat:</b>	
Is there just one or a number of bombs?	
When is it, or the number of bombs, going to explode, i.e. is it, or are they, set to go off at any particular time?	
What is the location of the bomb(s)?	
What does it, or they look like?	
What kind of bomb is it?	
What will cause it to explode?	
Did you place the bomb yourself?	
Are you associated with any organization or is it just you?	
Can you tell me why you have done this, or why it has been done?	
Can you tell me who you are?	
Can you give me your contact details, i.e. address, telephone/mobile number, email?	
Will you call back, and if so, when and can you give a codeword, so we know it is really you?	

<b>Food Product Contamination Threat:</b>	
Which food product are we talking about, we need to be sure it is one of ours?	
Where is the food product?	
What has been done to the food product?	
Who did this, you, or someone else?	
Are you associated with any organization or is it just you?	
Why was this done?	
What do you want us to do?	
Can you give me your contact details, i.e. address, telephone/mobile number, email?	
Will you call back, and if so, when and can you give a codeword, so we know it is really you?	

<b>Kidnap or Violence to Trust's Staff, Students, or Visitors Threat:</b>	
What is the name of the person(s) threatened, and if possible, their job title?	
Have you or someone else taken/threatened them?	
Are you associated with any organization or is it just you?	
Why have they been taken/threatened?	
If kidnapped, where is the person, or people?	
Can you give me your contact details, i.e. address, telephone/mobile number, email?	
Will you call back, and if so, when and can you give a codeword, so we know it is really you?	

<b>Details about the Caller:</b>				
<b>Sex?</b>				
<b>Age?</b>				
<b>Nationality?</b>				
<b>Language spoken? (Tick Box)</b>	Well spoken	<input type="checkbox"/>	Offensive	<input type="checkbox"/>
	Irrational	<input type="checkbox"/>	Incoherent	<input type="checkbox"/>
	Taped message	<input type="checkbox"/>	Message read by threat maker	<input type="checkbox"/>
<b>Caller's voice? (Tick Box)</b>	Calm	<input type="checkbox"/>	Slow	<input type="checkbox"/>
	Crying	<input type="checkbox"/>	Impairment	<input type="checkbox"/>
	Clearing throat	<input type="checkbox"/>	Stutter	<input type="checkbox"/>
	Angry	<input type="checkbox"/>	Lisp	<input type="checkbox"/>
	Nasal	<input type="checkbox"/>	Rapid	<input type="checkbox"/>
	Slurred	<input type="checkbox"/>	Deep	<input type="checkbox"/>
	Exited	<input type="checkbox"/>	Hoarse	<input type="checkbox"/>
	Disguised	<input type="checkbox"/>	Laughter	<input type="checkbox"/>
	Drunk	<input type="checkbox"/>	Serious	<input type="checkbox"/>
	Accent Type of accent?	<input type="checkbox"/>	Familiar If so, whose voice did it sound like?	<input type="checkbox"/>

<b>Background sounds/noises? (Tick Box)</b>	Street	<input type="checkbox"/>	Static	<input type="checkbox"/>
	House	<input type="checkbox"/>	PA system	<input type="checkbox"/>
	Animal	<input type="checkbox"/>	Booth	<input type="checkbox"/>
	Crockery	<input type="checkbox"/>	Music	<input type="checkbox"/>
	Motor vehicle	<input type="checkbox"/>	Factory machinery	<input type="checkbox"/>
	Clear	<input type="checkbox"/>	Office machinery	<input type="checkbox"/>
	Voice	<input type="checkbox"/>	Other (Specify)	<input type="checkbox"/>

<b>Any other remarks/comments?</b>	

## Appendix 6 – Setting up a Critical Incident Management Room and Satellite Room(s)

There should be a room at Head Office and each affected setting(s) during a critical or major incident. If space is limited, a senior person's office or a classroom will suffice, that is as long as it has the necessary equipment and can be commandeered without interrupting normal business operations. Rooms should be fully lockable with keys held by the Team Leaders and Coordinators of each team.

All team members must have their mobile phones fully charged, switched on, and in their possession at all times.

The rooms may be required to contain the following, in no order of priority:

- Copy of the Trust's Critical and Major Incident Management Plan.
- Dedicated direct phone lines, one for incoming calls and the other for outgoing calls. If recording equipment/facilities are available, they must be linked to the lines and turned on.
- Dedicated desktop computer with monitor or laptop, for receiving and sending emails.
- Dedicated scanner and printer with a full stock of paper and ink cartridges.
- Projector and white board/flipchart, or Smart Board that can be connected to the dedicated desktop computer or laptop.
- Photocopier either inside, or within very close proximity to the room, with a full stock of paper and toner.
- Appropriate meeting table with chairs to accommodate team members.
- Security cupboard/drawers for storing confidential material.
- Supply of stationery including notepads, pens and pencils, rulers, Tippex, erasers, sharpeners, sticky notes of various sizes, scissors, stick glue, staplers, paper clips, Sellotape, and highlighter pens.
- Supply of standard critical and major incident management forms.
- Large whiteboard and suitable marker pens.
- Large flip chart easel and flip charts with marker pens.
- UK map, noting Trust sites, on pin board, with supply of marker pins; local site maps.
- Calculator, either solar powered or with full batteries.
- Wall clock with accurate timing and second hand.
- Hot and cold refreshments.
- Basic Emergency First Aid kit.
- Evidence handling materials, i.e. surgical gloves, clean sealable plastic bags.
- Paper shredder and confidential waste bin.



## Appendix 7 – Post Incident Review Reports

Each individual involved in a critical or major incident should produce a Post Incident Report as soon as possible after the incident has been resolved. The completed reports should be passed to the ATLP's Critical Incident Management Team's (CIMT's) Co-Ordinator, who should collate the reports and produce a single final report, with all other copies of each individual report attached.

All individual post incident reports should provide responses to each of the following areas, however in no order of priority:

1. Title, codeword, or brief description of the incident.
2. Name of the individual completing the report, their job title and contact details.
3. Outline details of the incident, as you understand it, from when you were first involved. Include when and how you were first alerted, the information available at that time and first steps taken. Note times and dates of key actions and incidents and when the critical or major incident was resolved. Note the critical or major incident venue and people involved.
4. Note of all members of the ATLP's Critical Incident Management Team (CIMT) and affected settings Initial Response Team (IRT), and any other staff involved.
5. Your role throughout, with a detailed log of your actions and the results. Include who you reported to and whether you were able to complete your tasks or not and why not.
6. Outline your understanding of the event and how it arose in the first place.
7. Describe the involvement of any third parties, e.g. emergency services, local government bodies, support services or agencies, and whether you thought they were helpful, efficient and useful or not.
8. Note any problems that arose in the handling of the critical or major incident, e.g. late alert, not taken seriously enough, relevant people not contacted, procedures not in place or out-of-date, wrong decisions made etc. **Be as honest as possible as this report will be used to avoid such problems in the future.**
9. Whether post incident review has been initiated or not.
10. Has the incident been resolved or are there actions still to be taken, if so, what are the outstanding action(s)?
11. Did the ATLP's Critical Incident Management Team (CIMT) and the affected settings Initial Response Team (IRT) work from their designated Crisis Rooms? If not, why not? If yes, did it have the equipment and materials you required?
12. Note what lessons you have learned from the incident and actions that need to be taken for the future. Add any further comments you may have.

## Appendix 8 – Developing Site-Specific Invacuation and Lockdown Plans

Questions to ask	Things to consider
What risk situations have you identified as being a threat to the school?	<p>Examples</p> <ol style="list-style-type: none"> <li>1. Individuals with a grudge/violent behaviour/extreme anti-social activities which may threaten the school, pupils or staff.</li> <li>2. Dangerous dogs.</li> <li>3. Environmental threats such as smoke, gas or fumes or major fire in the vicinity.</li> <li>4. Internal threats from pupils, staff or members of the school community.</li> <li>5. Impacts from a nearby attack or major incident at a ‘high risk’ prestigious neighbouring premises (e.g. due to emergency services response / road closures)?</li> <li>6. Threats by association with high profile individuals, the location of your premises, your activities, its visitors, sponsors, contractors and staff.</li> </ol>
Who will potentially be affected?	Pupils/Staff/Members of the public
Who can take responsibility for invacuation/lockdown?	<p>Consider if all members of the school community may need to raise the alarm.</p> <p>How will they do this?</p> <p>How will you discuss this with the school community?</p>
Which points of access to the building would need securing?	<p>Identify these on a plan.</p> <p>Who will secure/lock doors?</p> <p>How are points of entry secured? (Automatic locking/ keys)</p> <p>Where are keys or codes kept if required?</p> <p>If a door cannot be locked, can it be secured in another way? (Bolts/barricaded)</p>
Alarms – how is the alarm raised for an invacuation/lockdown?	<p>How will building occupants be alerted?</p> <p>How will emergency services be contacted?</p> <p>How will parents/carers be contacted?</p>
Rooms used for invacuation/lockdown (such as classrooms/offices or other areas which give the ability to be out of sight).	<p>Identify these on a plan.</p> <p>Where are the preferred locations to take refuge?</p> <p>How is the fluid nature of the plan communicated?</p> <p>Areas to avoid.</p> <p>Are all window blinds working effectively in rooms identified for invacuation/lockdown?</p> <p>What method of securing doors can be used? Locks and Bolts/Barricades.</p> <p>What do staff and pupils do when secure in these areas? (see example template below)</p>
Communication Create simple flow chart/action cards for all staff and pupils (see example template below)	<p>What means of communication is available? Mobile phones/radios?</p> <p>Will alternatives be needed?</p> <p>Create an action card of key numbers – emergency number, key contacts etc.</p> <p>How will you communicate after the event?</p> <p>What documents/record might you need to access after the event?</p> <p>Refer to your BCP (Business Continuity Plan) – what to do if you do</p>

	not return to your premises.
Review and practice	How will you communicate the plans to the school community? How will you conduct - Desk top exercises/Slow time exercises/Real time exercises?
Other information	

# Appendix 9 –Template for Site-Specific Invacuation Instructions for all staff and students

Insert name of school

## INVACUATION (INCLUDING LOCKDOWN) PROCEDURE

In the event of **explain school's own recognised signal**, go inside or stay indoors in the room/classroom that you are in. If you are outside when this **XXX** sounds, make your way to the nearest classroom or safe place. **Specify how staff will be informed if it is a partial or full lockdown and how further information will be shared.**

Invacuation	Invacuation with <u>lockdown</u>
<b>GO INSIDE.</b> Ensure all staff/pupils/students/service users/visitors are safely inside the school building. OR follow <b>RUN HIDE TELL</b> principles.	
<p>Close entrance points (e.g. doors, windows) to prevent the animal/pollutant etc. entering the building.</p> <p>If possible close off ventilation and air conditioning systems (if pollutant related invacuation).</p>	<p>Lock and secure entrance points (for example - doors, windows) to prevent the intruder/violent person etc. entering the building.</p>
<p>Go to a designated safe area, if appropriate. (Depending on the situation it may be possible for the establishment to continue business as usual).</p>	<p>Go to a designated safe area <b>and if possible.</b></p> <ul style="list-style-type: none"> <li>Close doors and windows en-route.</li> <li>Block access points (for example - move furniture to obstruct doorways).</li> <li>Sit on the floor, under tables or against a solid wall.</li> <li>Keep out of sight.</li> <li>Keep silent.</li> <li>Draw curtains/blinds.</li> <li>Turn off lights.</li> <li>Stay away from windows and doors.</li> <li>Put mobile phones on silent.</li> </ul>
Dial 999 – Ask for appropriate Emergency Service(s) and follow instructions	
<p><b>STAY IN-</b> Remain in the designated safe/lockdown area until the “all clear “signal is given or instructed to evacuate by the Emergency Services.</p> <p style="text-align: center;"><b>If you are with children, it is important to:</b></p> <ul style="list-style-type: none"> <li>remain calm</li> <li>reassure them</li> <li>remind them to follow your instructions</li> </ul>	

## Appendix 10 - The principles of Deter, Detect, Delay

### **DETER any type of threat or attack by highlighting and enhancing site security.**

How each school protects their site, access procedures, attitude and vigilance around the premises is an important deterrent. Strength in this area may deter anyone from trying unauthorised access.

Examples could include:

- Having a secure site, with restricted car park access, good boundary fences and clear signs advising people where they must go when they arrive on site.
- (If in place) a CCTV system that it is working and has sufficient coverage.
- Managing information about the site and procedures such as information on websites and in communications. Could information provide intelligence to those who wish to access or threaten the premises?
- Encouraging the reporting of suspicious behaviour/suspect vehicles.
- Staff and visitors wearing ID badges/challenge culture on tailgating/no identification badges.
- Checks on incoming post.
- Regular security walks to include looking for unsupervised packages.
- Checking security alarms and other building security features (such as lighting which detects movement).
- Vigilant and effective contractor management controls which include standards on building materials/waste/equipment storage/management of access to previously secured areas/weekend and out of hours working/alarm systems being silenced.

Additionally, good housekeeping on sites can help to deter risk, reduces the opportunity for placing suspicious items or bags and helps deal with false alarms and hoaxes. Examples could include:

- Keeping exits, entrances, walkways and playgrounds clean, tidy and well lit.
- Keeping fixtures, fittings and furniture in the above areas to a minimum – ensuring there is little opportunity to hide devices.
- Locking unoccupied offices, rooms, external buildings such as boiler houses and store cupboards.
- Maintaining clean and organised storage to make it easier to spot “unusual” items.
- Considering the size of litter bins, their openings and location. Minimise litter bins in critical, sensitive or vulnerable areas such as near glazing, support structures etc.
- Considering tamper-proof seals on maintenance hatches.
- Pruning vegetation and trees, especially near entrances, to help surveillance and prevent the concealment of any packages.
- Using clear bags for waste disposal making it easier to check for suspicious items.

### **DETECT – quickly identifying someone/something unusual.**

Being able to quickly detect and challenge can be a good way to disrupt any potential risks. If a person knows they have been detected this can often be a deterrent. For example:

- A CCTV camera directed at them.
- Having a culture of (safe) challenge if strangers try to access the site - someone asking “Are you OK there? Can I help you?”
- This can also disrupt Hostile Reconnaissance (see below).

### **Hostile reconnaissance**

Hostile reconnaissance is the term given to the information gathering phase by those individuals or groups with malicious intent. Information about a site or event is gained by using online research, on-site visits and if and where necessary, insider knowledge.

### **Suspicious behaviour**

Someone who is a threat cannot be identified from their appearance, age, ethnicity, gender or clothing but suspicious behaviour can be identified.

What could be seen as suspicious?

- A person taking photographs outside (or inside) the premises (are they taking a selfie or a photograph of something else?).
- A person loitering or walking up and down in restricted or non-public areas or outside boundary/gates.
- A person paying significant interest to entrances, exits, CCTV cameras or security features.
- Repeated visits to the site.
- Someone asking unusual questions.
- Someone concealing their face, avoiding eye contact or in disguise or walking away when challenged.

It is not just people on foot; vehicles are often used in reconnaissance. Be aware of vehicles parked out of place or left abandoned, or a vehicle making repeated visits.

### **Challenging and reporting suspicious behaviour**

A person that has been acting in a suspicious manner should be approached and challenged about their actions, at a safe distance if necessary.

"Challenge" means to tactfully and politely greet the individual and offer assistance. If a person is there for legitimate reasons, he or she will appreciate the attention shown to them. Someone with the intent of engaging in criminal activity does not want attention drawn to them. If approaching a suspicious person makes one uncomfortable, or if suspicions continue after making contact, the situation should be reported to the police.

### **Reporting suspicious behaviour or items**

Staff will be made aware of the security principles to follow and to report – “if you see something – say something”.

Staff will be made aware of and use the HOT protocol (see Suspect Packages below) if a suspicious package is detected/suspected.

### **DELAY – slowing down access to premises.**

#### **Clearly defined boundaries**

It is important that the public knows the extent of the school grounds. This does not always mean that the grounds are fenced, but some form of boundary or signage will assist. Landscaping/hedging should not act as a screen for potential intruders. It is helpful to have one main gate/entrance, preferably visible from the reception area. To increase security, separate footpath entrances for pupils could be opened only at peak arrival and departure times.

#### **Rights of way/Shared grounds**

Rights of way through school grounds may present a particular security risk. Schools which are concerned about this may be able to have the right of way re-routed. Schools who share grounds with other buildings (such as leisure centres) may not be able to secure the site so other security measures such as CCTV and building access will become more important.

#### **Secured access points.**

If someone who poses a risk accesses the premises, then locked doors, secured gates and other physical barriers will act as a delay until the alarm can be raised. These delay elements will form part of the planned approach as emergency plans are put into action.

## Appendix 11 – Run Tell Hide

### RUN HIDE TELL

Run Hide Tell is the UK Governments response and advice to people caught up in a terrorist attack/threat. The four-minute film, *Stay Safe: Firearms and Weapons Attack* sets out three key steps for keeping safe. The film is accompanied by an online information leaflet.

#### RUN



Run to a place of safety. This is a far better option than to surrender or negotiate. If there's nowhere to go, then...

#### HIDE



It's better to hide than to confront. Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can. Then finally and only when it is safe to do so...

#### TELL



Tell the police by calling 999.

RUN HIDE TELL message public information film:

<https://www.gov.uk/government/publications/stay-safe-film>

A campaign aimed at children and teenagers (11-16-year olds) is available which covers the Run Hide Tell advice, endorsed by some celebrities.

<https://www.gov.uk/government/news/act-for-youth>

#### Key websites and numbers

Terrorist Hotline 0800 789 321

UK Govt. Website - <https://www.gov.uk/terrorism-national-emergency>

MI5 Website - <https://www.mi5.gov.uk/threat-levels>

UK Government Guidance on Recognising the Terrorist Threat:

<https://www.gov.uk/government/publications/recognising-the-terrorist-threat/recognising-the-terrorist-threat>

RUN HIDE TELL message in a short public information film:

<https://www.gov.uk/government/publications/stay-safe-film>

National Police Chiefs Council

<http://www.npcc.police.uk/NPCCBusinessAreas/WeaponAttacksStaySafe.aspx>



## Appendix 12 - Emergency Contact Numbers

**Emergency Response – Police/Medical/F&R, Service Providers/Utilities, Environmental Incident, Enforcement Agencies, Other Contacts –, Bereavement, Counselling etc.**

SERVICE / AUTHORITY		DETAILS	CONTACT DETAILS
Emergency Response	Police	Staffordshire Police Warwickshire Police West midlands Police	0800 555 111 01926 415000 0121 626 5000 101 999
	Ambulance	Staffordshire Ambulance Warwickshire Ambulance West midlands Ambulance	999 999 999
	Fire and Rescue	Staffordshire fire and rescue Warwickshire Fire and rescue West midlands fire and rescue	999 0300 330 1000 999 999
DFE Incident support helpline	Department for Education	<a href="mailto:incident.alert@education.gov.uk">incident.alert@education.gov.uk</a> To provide advice and support to the sector when dealing with emergency situations and incidents. Monday to Friday 8am to 4pm	0800 046 8687
Utilities Providers	Gas (?)	National Gas Emergency	0800 111 999
	Electricity (?)	Emergency information	0800 6783 105
	Water (?)	Water authority	0901 545 5034
Environmental Incident	Environmental Agency	<a href="mailto:enquiries@environment-agency.gov.uk">enquiries@environment-agency.gov.uk</a>	Tel 03708 506 506 Hotline 0800 80 70 60
	Local Authority	Birmingham Lichfield Warwickshire	0121 303 6007 01543 308 000 01926 410410
	Water Authority?	Seven Trent	0901 545 5034
Enforcement Agencies	Health & Safety Executive (HSE)	19 Ridgeway 9 Quinton Business Park Quinton Birmingham B32 1AL	01216076200
	Environmental Health Officer (EHO)	Gov.UK	0800 80 70 60
Medical Emergency (in addition to Ambulance)	Birmingham Children's Hospital Emergency Department	Steel house lane, Birmingham, B46 NH	0121 333 9999
	University Hospitals Birmingham NHS Foundation Trust, Good hope	Rectory Road, Sutton Coldfield, B75 7RR	0121 424 2000
	University Hospital Coventry and Warwick	Clifford Bridge Road, Coventry CV 22DX	02476 96 4000
Insurance	Zurich Insurance SAIF-Solihull-Arthur Terry	Zurich Insurance Zurich House 1 Gladiator Way Farnborough GU14 6GB	0800232 1927

Physical and Mental Health	Health Assured – Employee Assistance Program		08002062554
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## Appendix 13 – Critical incident overview

### Critical Incident Management at a glance.

<b>IRT</b>	The school Initial Response Team	School Based-Head = IRT Leader
<b>CIMT</b>	Critical Incident Management Team- Tel.....	ATLP wide

Situation Classification	Detail	Person/Group Responsible
<b>Incident</b> - Any sudden and unexpected event or sequence of events that can be dealt with by any member of staff.	Depending on the nature and severity of the event, it may involve some communication with relevant leadership teams, management teams, and/or parents, but the member of staff remains in control and is able to cope.	Managed by- <b>School IRT</b>
<b>Emergency</b> - Any sudden and unexpected event or sequence of events which overwhelms the coping mechanisms of any member of staff and requires a school to initiate its emergency procedures, i.e. emergency fire evacuation, suspected package, bomb threat, off-site visits etc.	Depending on the nature and severity of the event, it may involve some communication with and possible support from the ATLP Head Office and outside agencies, but the school takes control of the situation and is able to cope.	Managed by- <b>School IRT</b>  Inform <b>CIMT</b>
<b>Critical Incident</b> – Any sudden and unexpected event or sequence of events which cause trauma to the community of a school that requires immediate responsive action which is beyond that reasonably expected from the school’s own management team.	Schools within the ATLP will have their own site based Initial Response Teams ( <b>IRTs</b> ) and it will be the responsibility of the Team Leaders within each <b>IRT</b> to carry out an initial dynamic assessment of the incident and if it is deemed critical must notify the ATLP’s Critical Incident Management Team’s ( <b>CIMT’s</b> ) Team Leader immediately without delay.	Accessed – <b>School IRT</b>  Informed and managed if deemed Critical by- <b>CIMT</b>
<b>Major Incident</b> – Declared as a major incident either by the Police or Fire and Rescue Service, who will take overall control of the situation, and if outside the UK, the relevant authorities take control.	The Trust’s Critical Incident Management Plan must be initiated in such incidents, and the Critical Incident Management Team will be required to co-ordinate with the police, fire and rescue service, or other authorities.	Managed by- <b>CIMT</b>

Actions	Comments	Responsibilities and support
Establish / assess the incident and the immediate impact.	<ul style="list-style-type: none"> <li>• Declare an emergency situation?</li> <li>• Contact emergency services (999)?</li> </ul>	The school <b>IRT</b> team will ascertain the details of the incident and contact emergency services and escalate to the <b>CIMT</b> as required dependent upon situation.
Is it necessary and safe to evacuate?	<ul style="list-style-type: none"> <li>• Ensure everyone safe (including joint users and visitors);</li> <li>• Restrict access to the affected areas.</li> </ul>	The school <b>IRT</b> will follow the schools established procedures to enter an evacuation procedure.
Does the situation require the school to enter a “Invacuation procedure - Lockdown”?	<ul style="list-style-type: none"> <li>• Ensure everyone is safe (including joint users and visitors)</li> </ul>	The school <b>IRT</b> will follow the schools established procedures to enter an invacuation- lockdown situation.
Ensure access to registers and records can be achieved.	<ul style="list-style-type: none"> <li>• Do you have access to IT and hard copy or registration documents and visitor records.</li> </ul>	The school <b>IRT</b> will Initiate strategies for dealing with enquires and informing individuals as appropriate (i.e. parents & legal guardians, staff, students, appropriate authorities) ensuring that accurate information can get into and out of the school and that several staff have access to next-of-kin lists.
Complete and maintain the appropriate incident documentation.	<ul style="list-style-type: none"> <li>• Record details of the incident using the Initial Action Form/Bomb threat form as appropriate to ensure as much detail is accurately recorded.</li> </ul>	The school <b>IRT</b> and Co Ordinator will complete the Critical Incident Assessment and Escalation Form to document the situation and provide a record of the event and actions taken.
Record the details of casualties and obtain relevant information.	<ul style="list-style-type: none"> <li>• Ensure the presence of First Aid staff and incidents requiring assistance are recorded.</li> </ul>	The school <b>IRT</b> to ensure that provision for the management of first aid and obtaining relevant information is implemented.
Injury Considerations.	<ul style="list-style-type: none"> <li>• Who is accompanying injured person(s) to hospital.</li> <li>• Provide accommodation.</li> <li>• Provision of immediate transport, assistance, and counselling.</li> </ul>	The school <b>IRT</b> to ensure that provision for the management of persons requiring medical assistance is established.
The school LRT, is to decide on further action dependant on incident being inside or outside school hours and nature of incident.	<ul style="list-style-type: none"> <li>• Decide whether to transfer to neighbouring schools; send children home; arrange transport and notify parents.</li> </ul>	The school <b>IRT</b> in consultation with the Executive team will make a decision on the best course of action to take.
Establish priorities for salvage and advise emergency services and recovery team.	<ul style="list-style-type: none"> <li>• These might include e.g. animals / livestock, equipment, records, registers, mission critical items.</li> </ul>	The school <b>IRT</b> to review requirement and produce a document of critical items.
Consider notifying <b>CIMT</b> as appropriate to level of incident for advice and support.	<ul style="list-style-type: none"> <li>• Reference the “Critical Incident Management Policy” for support and guidance on details for managing an incident.</li> </ul>	School <b>IRT</b> and management team to review document to ensure familiarity with guidance.
Review welfare support for pupils, parents, and staff.	<ul style="list-style-type: none"> <li>• Ensure that Support service is engaged and made aware of any concerns.</li> </ul>	School <b>IRT</b> to inform and update agencies as appropriate.