

TIBSHELF COMMUNITY SCHOOL CRITICAL INCIDENT PLAN

including business continuity & risk review

Ratified: May 23
(DCC Policy)





INTRODUCTION

The tragedies which occurred in Dunblane and at St George's Roman Catholic Secondary School, where the Headteacher, Philip Lawrence, was killed, underlined for all schools and LAs the need to be prepared for an emergency situation.

The following guidance draws on experience of a variety of incidents and includes a template for a School Emergency Plan. Schools will need to adapt this to suit their own particular circumstances. Derbyshire County Council has its own Emergency Plan, which will be activated where necessary and operate alongside that of the school.

WHAT IS A CRITICAL INCIDENT?


A Critical Incident is defined as an emergency affecting pupils, personnel, or property, requiring immediate responsive action beyond that which could be reasonably expected from the school's own management team during the day to day running of the school.


It may involve:

- the death of a child, staff member or governor
- a serious accident involving children and/or school personnel on or off the premises
- a violent intrusion onto school premises (e.g., an armed intruder or a bomb alert)
- extensive damage to school premises
- school fire, flood, or explosion
- the effects of disasters in the wider community
- incidents on educational visits
- epidemic / pandemic
- the release of hazardous substances near or on the school site

Everyone in a local school community is likely to be affected in large or small measure by any one or combination of the above incidents. Thinking through what you might need to do in such circumstances and having helpful information in an accessible place could make all the difference in successfully managing the situation.

Schools may be close to a major chemical or industrial site for which specific arrangements are in place. Such schools are aware of the actions they must take in the event of an incident. General advice in such cases is to keep or take children indoors and to listen to the local radio for police broadcasts on information. The County Council's Emergency Planning Division will contact the school as soon as they are informed by the police of an incident. Schools within the vicinity of such major sites should ensure that their Critical Incident Management Plan covers specific action to be taken in such incidents. The companies themselves will normally provide an action sheet for schools. If you do not have one, contact the firm concerned.





There may also be specific hazards which pose a particular risk to your school, such as proximity to river, or major road. You should make an assessment of any specific risks affecting your school and plan how you would deal with an incident arising from them.

Your plan should cover procedures for an incident occurring in school time and out of school hours, weekends and during school holidays.

PLANNING PROCESS

It is important to involve staff in the planning process, to ensure that they support the plan and are able to implement it in the event of an emergency. Schools should identify staff that are prepared to take on key roles in an emergency and should nominate one member of staff to take responsibility for updating and reviewing the plan once it is in place.

The principles below apply to managing a wide range of incidents:

- design the plan to suit your establishment (particular care should be taken if your establishment has residential accommodation)
- it should be simple and straightforward to implement
- it should be known by all those having identified responsibilities within it
- it should be regularly reviewed, and critical information updated
- it should be held in a duplicate copy off-site in the event of fire/flood etc


Managing people in the aftermath of a critical incident relies heavily on good information and having thought through the practical consequences of the range of interested parties and how they can be helped.

ROLES OF INDIVIDUALS

It is important that individuals understand their role within the Critical Incident Management Plan. There are a number of specific responsibilities, which need to be identified and assigned to individuals. Individual responsibilities include:

- Person to take charge of the Critical Incident Management Team
- Welfare
- Communications
- Media
- Resources

The attached plan template includes suggested roles and responsibilities. The allocation of these will vary from school to school. In a large secondary school, it may be possible for a number of individuals to undertake these roles. Within a small primary school, many of them will fall to the Headteacher. It is important that provisional allocations of responsibilities are made, but these may need to be reviewed in the light of staff absence for a variety of reasons, or according to the timing of the incident.





INFORMATION GATHERING

Up-to-date records on personnel/pupils/students and the premises will be essential in hard copy and electronic form. A second copy of these and the Critical Incident Management Plan should always be kept off the premises by the Headteacher and/or Deputy Headteacher in order that vital information is not lost in the event of fire/flood/explosion. It would be particularly important for this list to be kept off the premises with any other important telephone numbers added in case a critical incident occurs out of school hours.

Record all actions using a standard incident log, since information may be required a long way into the future should there be a legal case to pursue. Maintain your own records of events as well as keeping file copies of other service notes of the progress of action. Immediate witness accounts should be kept securely for police evidence, if required.

BASE FOR CRITICAL INCIDENT MANAGEMENT TEAM

It will be important to identify a base from which the Critical Incident Management

Team could operate. Whilst many schools will not have space to dedicate to the establishment of an emergency base, it would be valuable to identify the place in school which would be used for this purpose, if required, and ensure that all key equipment and information sources are there. This may be the Headteacher's office, but it would be helpful to identify, if possible, a second location on site if the first location is not usable for any reason.

Schools should also consider having a reserve off-site location as the base for the Team. This may be a neighbouring school or other Local Authority premises or facilities such as the Village Hall, which could be used with prior agreement. Whilst such a location is not essential, it is desirable and may be particularly helpful in the case of a major incident on the school site itself. The County Council's Emergency Planning Division can arrange temporary accommodation, if needed, during an emergency.

COMMUNICATIONS

There is great value in establishing a telephone tree. This is a simple cascade mechanism for getting each person on the staff/governing body to phone an agreed number of colleagues with the key facts of the situations. These lists need regular review and updating for changed personnel and changed telephone numbers.


As part of the plan, it would be useful to have details of:

- Pupils/staff emergency contacts
- LA emergency contact numbers
- Governors contact details
- Phone numbers for bus/coach companies
- Emergency supply/support details, e.g., regular supply teachers, other relief staff, telephone numbers of other local schools
- Pupil/staff movement data, e.g., timetables, morning/afternoon registration data, etc

Mobile phones can be invaluable in enabling phone lines known to the public to be used for incoming calls, whilst the mobile can be dedicated to outgoing calls. Neighbours to the school may be able to help in offering emergency access to their telephones for outgoing calls. The County Council Emergency Planning Officer can arrange additional communication facilities where needed.

Internal Communications





It is important to establish mechanisms for informing staff of developments. This could be through morning briefings. It is also important to debrief all staff involved at the end of each working day/shift. Ensure that information is recorded and shared. Particular issues you may wish to consider are:

- How members of staff can be alerted in the first instance without alarming pupils unnecessarily
- ID for Headteacher/Senior Management Team - visitors to site may not be familiar with all senior staff or the layout of the building

MEDIA RELATIONS

A positive relationship will be helpful in the event of bad news since your contacts will know that you will share information when you have it and be direct in the messages you need to get across. Your immediate call to your contact within the Children and Younger Adults Department at the outset of the critical incident will enable the LA to mobilise the Press Office on your behalf. They will be able to handle much of the press interest to leave you free to manage the situation; however, there may be occasions where a media interview may be required. Detailed advice and support are available from the Press Office, but below are key things to consider:

- agree all press statements with the County Press Office
- ensure that all information to the media comes through a single reliable source, keeping the Press Office briefed at all times
- demonstrate control and reassure in a factual way that everything is being done to control the situation and minimise its consequences
- set minds at rest where possible and counter dangerous rumours. In an interview, present as caring, responsible, and competent
- provide as much information as reasonable; better the truth is published than rumour/ gossip from a third party
- agree timing of press releases to avoid continuous pressure. In certain situations, it may be helpful to set up a dedicated media response room

You may find it helpful to prepare some basic information about the school which could be used in the event of a major incident. A suggested format with brief information is attached within the plan template. It may be helpful to include details of security systems and procedures in place in school.

EVACUATION AND SHELTER PROCEDURES

This is one of the most important sections of the plan as it outlines the initial actions that should be taken to safeguard pupils and staff, both from internal and external hazards. All staff must be aware of these procedures, as warning signals may need to be triggered immediately, before advising others of the threat.

Your evacuation plans should include information about what route to take and what assembly point to use in the case of a bomb threat, as these may need to be different from those used for other types of incidents (e.g., fire). If school gates are locked, then unlocking these to allow access by the emergency services should form part of your procedures.


It is equally important to have pre-planned arrangements for signalling the need for sheltering (keeping pupils indoors and close doors and windows) in the event of an external hazard and signalling lockdown of the school in the event of an intruder.

EMERGENCIES DURING EDUCATIONAL VISITS

Advice for dealing with emergencies on educational visits is provided in the Off-site visits Policy.

The following documentation is required for all visits to be approved, which should be completed on EVOLVE On-Line Visit Form (with relevant attachments):



- 
- A visit itinerary/programme
 - Appropriate Risk Assessments
 - Supervising Adults Confirmation Sheet
 - Emergency contact details of all participants
 - Parental Consent Forms

The group leader should carry a copy of the Emergencies during Educational Visits section from the school emergency plan.

- When any group is on an educational visit, the headteacher (or a deputy or senior teacher if the head is on the visit or unavailable) should provide an emergency contact for the group (this needs to be available after hours for evening activities and 24 hours for residential visits)
- The school contact must have, readily available, written details of the visit, including a list of all involved, contact arrangements with the group, and day and night contact details for parents and staff next-of-kin. On residential or after-hours visits, the headteacher or school contact should take this information home
- Make sure that arrangements will work after hours at weekends and during the school holidays if visits are taking place at these times.

POST INCIDENT CARE AND SUPPORT

Staff

Anxiety and the urgent pressure of events may produce stress amongst staff. The Critical Incident Management Team needs to think about how to support individuals in the aftermath of the events.

Students


Those more likely to be affected are those whose lives were most at risk during the incident; those who witnessed death and carnage; and those who have unstable family relationships. The Children and Younger Adults Department can assist through the County Psychology Service which provides Critical Incident Stress Debriefing. This is available by agreement with the County Co-ordinator who will consult with the Department's own Critical Incident Management Team on the involvement of the Service.


Parents and Other Visitors

When parents hear of a problem, they will naturally come to the school for information. You may need to identify a space where parents/carers can be seen in groups or on an individual basis where tragic news can be shared in a considerate way. A staff member or trusted adult from the school community may need to be on hand to receive visitors and deal sensitively with their enquiries.

LOG KEEPING

Any emergency affecting a school may afterwards become the subject of a detailed inquiry. It is important that accurate written records are kept, and that no piece of information about either the planning or the response to the incident is lost. Records may also be in the form of a recording made via a CCTV camera, a telephone or on an answer machine. The records should be retained after the incident for future reference.





Each member of staff involved in dealing with the emergency should log decisions made, telephone calls made and received and tasks carried out. In an emergency, things happen very quickly, and it is unlikely that you will remember all the people you have spoken to and actions you have taken unless you write everything down.

Appendix 9 outlines what the legal profession considers to be best practice in log keeping - this may be something to aspire to, but at the very least making sure that all information and decisions are recorded in a hardback notebook would be essential in the event of any inquiry relating to the incident.

STAND-DOWN

The Critical Incident Management Team may need to continue to function for some time after the incident in order to consider a number of issues. These may be:


- When and how to re-open the school
- How to deal with continued interest from the media
- The provision of information to parents and the public
- Support for the families of those hurt or bereaved
- Attendance at funerals
- The organisation of memorial services
- Particular thought needs to be given to the sending of cards and flowers
- Investigations are likely to be undertaken by various bodies such as the police and insurance companies

RECOVERY

When the emergency services have left the school, or in the case of an incident on a school trip, when pupils and staff have returned home and media interest has subsided, the school can begin the recovery process.

Headteachers should work with the local authority to develop a recovery plan for the school. A range of support will continue to be available from the local authority.

There may be formal inquiries or even police investigations into the incident, which may continue for some time, and require the cooperation and support of school staff, pupils, and parents.





TIBSHELF COMMUNITY SCHOOL
CRITICAL INCIDENT MANAGEMENT PLAN

INTRODUCTION

This plan has been prepared and agreed by the staff and Governors of Tibshelf Community School to assist in dealing with an emergency situation that affects the school community.

This plan relates to an event which may involve:

- the safety of children and/or staff
- the school premises
- a serious accident involving children and/or school personnel on or off the premises
- the death of a child, staff member or governor
- a violent intrusion onto school premises (e.g., an armed intruder or a bomb alert)
- extensive damage to school premises
- the release of hazardous substances near or on the school site
- a crisis which might affect the public reputation of the school

It also considers where the headteacher believes that the school will benefit from receiving additional support or, where the community in which the school is based is affected by an emergency.


The school emergency plan aims to:

- provide support to all children and staff affected by an incident
- maintain the normal running of any parts of the school not affected
- return the whole school to normal as soon as possible

The plan provides generic guides to actions that should be considered by the headteacher, his/her nominated deputy, and the critical incident management team (CIMT) in case of an emergency in school or the local community, or on an educational visit.

The plan covers procedures for an incident occurring in school time and out of school hours, weekends and during school holidays.

Important Action Points

- Review the plan and its content at least once each year
 - Keep the plan up to date regarding personnel
 - Ensure staff know their roles
 - Keep the school's contact list near to the phone in case it becomes necessary to activate the plan
 - Send a copy of the plan to the Children and Younger Adults Department for reference centrally
- 

ACTIVATION

Information about an incident may come from a staff member, pupil, parent, the emergency services, or the local authority.

Whoever receives the alert should ask for, and record, as much information as possible:

| | |
|--|--|
| Name of the person informing of the incident | |
| Details of the incident | |
| Who else has been informed (e.g., emergency services etc) | |
| Exact location of the incident | |
| Details of any casualties | |
| Any action taken so far | |
| Name of contact at the scene | |
| Number of contacts at the scene | |
| What assistance is needed | |

Immediately inform the Headteacher or Deputy/nominee

Responsibilities/Checklist of Initial Action by Headteacher or Nominee

RESPONSIBILITIES

- take charge of events
- draw up an action plan for the specific incident
- delegate responsibilities and give task sheets to the chosen person
- consult with the Police and the person responsible for liaison with the media about the release of information to students, staff, parents, general enquiries, and the media
- establish a crisis team meeting place, close to the incident control point

| Action to be taken | ✓ when complete |
|--|-----------------|
| Ascertain details of incident | |
| Take immediate action to safeguard pupils and staff where necessary | |
| Alert relevant emergency services (Police, Fire, Ambulance) via 999 system Be prepared to give the following information: <ul style="list-style-type: none"> • Emergency Service(s) required • Exact location of the incident • Number of casualties • Nature of injuries • Location and telephone number where call is being made from • Hazards which may be encountered by the Emergency Services at the site | |
| Log all communications and actions | |
| Notify: Derbyshire Emergency Planning Division Office hours: 01629 538364 Out of office hours: 01629 533085 (ex-dir) Ask for the Duty Emergency Planning Officer THESE NUMBERS SHOULD ONLY BE USED IN AN EMERGENCY - DO NOT GIVE THEM TO THE PRESS, PARENTS OR PUBLIC THE EMERGENCY PLANNING DIVISION CAN PROVIDE RESOURCES TO ASSIST DURING EMERGENCIES | |

| | |
|---|--|
| Assemble a critical incident management team from pre-identified staff | |
| Refer to the list of emergency contact numbers in Appendix 1 for additional support if required | |
| Where possible, avoid closing the school and try to maintain normal routines | |

Critical Incident Management Team (CIMT)

The CIMT will comprise:

- Headteacher – Mrs Lucie Wainwright
- Deputy Headteacher – Mr Mathew Sykes
- Assistant Headteacher – Mrs Louise Crowder
- Assistant Headteacher – Mr Mark Stanhope
- Assistant Headteacher – Mrs Laura Tipping
- Assistant Headteacher – Mr John Wathall
- Co-Chairs of Governors (where contactable/available) – Mrs Christine Murphy and Mr Peter Wragdale

Base for Critical Incident Management Team

The base for the CIMT will be the Board Room where it is still possible to use this. The reserve on-site location will be LS6. In cases where it is not possible to use the school premises as a base, the CIMT will make use of the hall at Tibshelf Infant School, High Street, Tibshelf (Telephone 01773 872571).

NB: (In schools where it is not possible to designate a base for the CIMT, contact should be made with the County Council's Emergency Planning Division who can arrange temporary accommodation, where necessary).

IMPLEMENTATION

Headteacher or Nominee

| Action to be taken | ✓ when complete |
|---|-----------------|
| Ensure that accurate, factual information is available for those arriving at the scene | |
| Liaise with the local authority, police, fire and ambulance services, and other agencies who may become involved | |
| Act as the main contact to co-ordinate the response | |
| Inform the chair of governors | |
| Inform all staff, and parents of injured pupils | |
| Decide how to inform other parents of injured pupils | |
| Ensure all staff maintain a log of actions and decisions | |
| Allocate tasks to members of the CIMT as appropriate | |
| Provide regular briefings for staff | |
| Continue to liaise with the local authority and the emergency services | |
| Try to maintain normal routines as far as possible | |
| Inform staff involved to prepare a written report of their involvement, noting events and times | |
| Inform the CAYA health and safety officer who will advise on reporting procedures, and inform trade unions if necessary | |
| In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours | |
| Continue to allocate tasks to members of the CIMT as appropriate | |

Welfare

| Action to be taken | ✓ when complete |
|---|-----------------|
| Secure the immediate safety of pupils and staff - this may include evacuation or keeping pupils and staff inside the building (sheltering) | |
| Establish the location of all pupils, staff, and visitors using timetables, registers, and the visitor's book, and make a list of those unaccounted for | |
| Establish a staff rota and ensure that staff take regular rest periods | |
| Identify those pupils and/or staff who are badly affected, and who need extra support | |
| Make arrangements for reuniting pupils with their parents | |
| Take account of religious and cultural factors, and consider contact with leaders of local faith communities | |

Communications

| Action to be taken | ✓ when complete |
|---|-----------------|
| Consider emergency communications needs | |
| Dedicate lines for incoming and outgoing calls and arrange extra support for reception. Line to be used for incoming calls only: Line to be used for outgoing calls only: | |
| Arrange for the staffing of switchboard/telephone | |
| Inform pupils, in groups as small as practicable, considering the best way to impart tragic news (advice is available from the educational psychology service) | |
| Inform parents of children not directly involved in the incident, as decided by the headteacher or nominee - use any existing arrangements for contacting parents quickly and efficiently | |
| Receive visitors to the school, ensuring they sign in and out and are issued with identification badges | |
| Ensure that staff are fully briefed on facts and are aware of what information can be released | |

Media

| Action to be taken | ✓ when complete |
|--|-----------------|
| Ensure that any media access to the site, staff and pupils is controlled In a major emergency, the police will deal with the press and prevent access to the school | |
| Liaise with and co-operate with the media and to answer their queries, as appropriate | |
| Liaise with the public relations division to prepare a press statement, to be agreed by the headteacher and director of CAYA, and to decide the ongoing strategy for dealing with the press | |
| Be aware of the potential problems caused by the spread of misinformation through pupil and/or staff use of mobile phones | |
| Provide basic information about the school (see Appendix 2) | |
| Be prepared to be interviewed by the press if necessary and agreed | |
| Liaise between the press and those affected about interviews - seeking permission from parents/guardians of any students involved in interviews. Any students involved in interviews should be supported | |

Advice for Official Spokesperson(s)

- ✗ DO NOT speculate - your interpretation or understanding can and probably will be exaggerated or quoted as hard fact
- ✗ DO NOT give any fact unless you are certain it is correct
- ✗ DO NOT say "NO COMMENT" - it can be taken as a negative answer which could be inaccurate and lead to difficulties later
- ✗ DO NOT be afraid to say "I DO NOT KNOW"
- ✓ DO have the confidence in yourself and your command of the situation to take a positive attitude towards the media
- ✓ DO inform the Press Officers of any development which may assist them and of any journalist you suspect of acting inappropriately.
- ✓ If you know that everyone is safe and well, or those parents of injured children have been told - say so as soon as possible - it stops other panicking.

NB: PUPILS SHOULD NOT TALK TO THE MEDIA UNLESS ARRANGED BY STAFF/PARENTS AND THEN ONLY WITH WRITTEN PERMISSION FROM PARENTS/GUARDIANS

Resources

| Action to be taken | ✓ when complete |
|--|-----------------|
| Ensure access to site for emergency services | |
| Open/close parts of school as required, and turn off water, gas, and electricity supplies if necessary | |
| Ensure the security of the school premises | |
| Establish a safe and secure base for the CIMT | |
| Check that all available communications and office equipment are working (phones, fax, copiers), in: <ul style="list-style-type: none">• School Office• CIMT Base• CIMT Alternative Base | |
| Arrange a place to receive parents and children involved | |
| If necessary, evacuate the building in accordance with the School Fire Procedures | |
| Ensure that parents do not take students away, unless directed to do so | |
| Consider relocation to other premises | |

All other teaching and non-teaching staff

| Action to be taken | ✓ when complete |
|--|------------------------|
| Respond to instructions given by members of the Critical Incident Management Team | |
| Be ready to respond to any potential hazard in and about the site | |
| Maintain a calm atmosphere | |
| Do not speak directly to the media but refer all enquiries to the Headteacher or other person designated as being responsible for contact with the media | |

EMERGENCIES DURING EDUCATIONAL VISITS

The headteacher or his/her pre-agreed nominee should be immediately informed of any incident by the group leader.

Initial Action by Headteacher or Nominee

- Maintain a written record of your actions using this check list and attached log sheet
- Offer reassurance and support.
- Be aware that all involved in the incident, those at the school and you, may be suffering from shock or may panic.
- Find out what has happened. Obtain as clear a picture as you can - who informed you of the incident? (Usually the group leader)
- Remind the group leader to follow the checklist for group leaders on educational visits (all information regarding educational visits is available via Evolve and/or via staff shared/admin/educational visits).
- Record the details of the off-site activity/visit during which incident occurred

| | | | |
|--|---------------------|---------------|---------------------------------------|
| Location and nature of activity/visit | | | |
| Name of person in charge of visit | | | |
| Telephone number(s) | | | |
| Number of people on the visit | Pupils | | |
| | Teachers | | |
| | Other adults | | |
| Date and time of incident | | | |
| Location | | | |
| What has happened? | | | |
| People affected | Name | Injury | Where they are / will be taken |
| | | | |



| | | | |
|--|--|--|--|
| | | | |
| Emergency Services involved and advice they have given | | | |
| Names and locations of hospitals involved | | | |
| Arrangements for pupils not directly involved in the incident | | | |
| Name of person in charge of your group at the incident | | | |
| Telephone Number(s) | | | |

- Depending on the scale of the incident, consider assembling a CIMT to assist with the response



Initial Action List for CIMT

- Inform school staff as appropriate, depending on the time and scale of the incident
- Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception.
- Immediately inform parents of any injured pupils of what has happened and where their son/daughter is, recording what their plans are, e.g., to travel to their son/daughter, any assistance they need and any means of communications with them (e.g., mobile phone number)
- In event of a major incident the police may give advice regarding naming badly injured people or fatalities. You may also need to inform next-of-kin of any staff who have been involved
- Inform parents of any other pupils on the visit but not directly involved in the incident.
- Parents should first hear of the incident from the school (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents/next of kin are informed
- Ensure that staff are fully briefed on facts and are aware of what information can be released
- Inform the chair of governors
- Contact the local authority: Derbyshire Emergency Planning Division

Office hours: 01629 538364

Out of office hours: 01629 533085 (ex-dir)

Ask for the Duty Emergency Planning Officer

THESE NUMBERS SHOULD ONLY BE USED IN AN EMERGENCY - DO NOT GIVE THEM TO THE PRESS, PARENTS OR PUBLIC

Support available from the Emergency Planning Division could include:

- assistance at school or at the site of the incident by local authority officers, and/or others
 - communications support, including public telephone helpline where appropriate
 - help with arranging travel and transport between the incident, parents, and the school help with media management, including press statements and interview briefing
 - for an incident occurring in another UK local authority, establishing links with that authority or, for an incident occurring abroad, communication via the Foreign Office, to British Consulate, foreign police, etc
- if necessary, introduce controls on school entrances and telephones
 - at least initially, the school is advised to avoid responding to media enquiries and direct these to the public relations division
 - liaise with the public relations division as early as possible, and work with them to prepare a press statement
 - arrange a quiet space to receive parents of the children involved as they arrive at the school

Medium term actions/considerations

- Ensure you contact your local education officer as soon as possible the next working day to inform them of the situation
- If the visit is abroad, and the incident results in substantial medical or other expense, the risk and insurance section at County Hall or any other insurers used should be informed as soon as possible
- Inform pupils and staff at school and their parents. Decide what information you should give. Remember that information given must be limited until the facts are clear and all involved parents/next of kin are informed
- In the event of a tragic incident, consider seeking support from the educational psychology service about the best way to inform pupils and to support them afterwards

- Staff and pupils should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones)
- Inform all staff involved to prepare a written report noting events and times. Inform the CAYA Health and Safety office who will advise on reporting procedures and inform trade unions if necessary.
- In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours. Staff may wish to submit draft reports to trade union legal officers

POST INCIDENT CARE AND SUPPORT

Post-incident care is aimed at helping individuals to understand their feelings following an emergency and to identify sources of future support. The overall aim of the support is to help people in a way that will reduce the possibility of them developing post-traumatic stress disorder.

It is worth giving some thought to how the topics of loss, bereavement, risks/safety, and change are covered in the curriculum. Schools where these topics are discussed openly, and treated as normal life events, are likely to find it easier to cope when a difficult or tragic incident occurs.

Remember to consult with parents following an incident. It is important to communicate with parents of pupils who have been involved and ensure that their needs and wishes are taken into account.

The Education Psychology Services will provide appropriate care and support to those affected by a major incident in the school community. Dependant on the scale and nature of the incident the Crisis Support Team could be deployed to support the work of the Education Psychology Services.

STAND-DOWN AND RECOVERY

Recovery Plan Checklist

As soon as possible after the emergency:

- Liaise with parents regarding plans for attendance at funerals
- Liaise with parents regarding plans for attendance/representation at memorial services
- Arrange debriefing meetings for staff and pupils
- Arrange debriefing meetings for the headteacher and CIMT
- Identify and support high-risk pupils and staff
- Promote discussion of the emergency in class
- Consider the need for individual or group support
- Help affected pupils and staff to come back into school
- Initiate a review of the school emergency plan, evaluating the school's response and feeding in any lessons learnt

In the longer term:

- Consult and decide on whether and how to mark anniversaries
- The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both pupils and staff who are affected
- Remember that legal processes, enquiries, and news stories may bring back distressing memories and cause upset within the school
- Remember to make any new staff aware of which pupils were involved and how they were affected

APPENDICES

APPENDIX 1 - CONTACTS

Contact details for all staff members are available from the HR Manager/[Information Manager](#).

Parental/carer contacts are also available in paper form via the student's file, and these are also available electronically. Parents are contactable via email and/or text messages as an instant communication.

Other Contacts:

Bus no. 420 - Freeway – 01773 811711 - Holmewood/Heath

Bus no. 140 - Freeway - 01773 811711 – Newton/Blackwell/Hilcote

Bus no. 422 – Redfern – 01623 627653 – Shirland / Higham

- D W Coaches – 01246 864039 – 07931 758066 – Pilsley, North Winfield, Holmewood

ActiHire - Lettings – 0330 808 1965

School Staff Identified for Incident Response

| Name | Status | Home telephone | Mobile phone | Keyholder |
|------------------|--------------------|-----------------------|-----------------------|-----------|
| Lucie Wainwright | Headteacher | Available from School | Available from School | N |
| Mat Sykes | Deputy Headteacher | Available from School | Available from School | N |
| Craig Selby | Premises Manager | Available from School | Available from School | Y |

Other School Contacts

| Name | Status | Home telephone | Mobile phone | Keyholder |
|----------------|----------------|-----------------------|-----------------------|-----------|
| Louise Crowder | Assistant Head | Available from School | Available from School | N |
| Mark Stanhope | Assistant Head | Available from School | Available from School | N |
| John Wathall | Assistant Head | Available from School | Available from School | N |
| Micah Ramsdale | Caretaker | Available from School | Available from School | Y |

| | | | | |
|---------------------|-----------|-----------------------|-----------------------|---|
| Gordon Rodgers | Caretaker | Available from School | Available from School | Y |
| Trevor Higginbottom | Caretaker | Available from School | Available from School | Y |

External Contacts

| Organisation | Contact No |
|--|---|
| Local Education Officer | 01629 532851 |
| Local Education Health and Safety | 01629 536499 |
| Emergency Planning Division Ask for the Duty Emergency Planning Officer THESE NUMBERS SHOULD ONLY BE USED IN AN EMERGENCY – DO NOT GIVE THEM TO THE PRESS, PARENTS OR PUBLIC | 01629 538364 (office hours) 01629 533085 (ex-dir) (Out of hours) |
| Educational Psychology Service | 01629 532735 |
| Public Relations Division | 01629 538205 |
| Risk and Insurance Section | 01629 538888 |
| The Foreign Office (links with British Consulates etc) | 020 7008 2711 |
| School bus companies | See page 2-17 |

APPENDIX 2 – COMMUNICATIONS

Communications systems are put under enormous pressure in the immediate aftermath of an emergency but are vital to ensuring a well-managed response. You should:

- Identify any lines not generally known to the public (kitchen phone, mobile phones).

- Kitchen – 01773875548.
- Reception Emergency Phone – 01773 873900
- Be aware that in a power failure, a powered switchboard system may not work, the reception emergency phone is a mobile phone, separate from the school's telephony system.
- An early decision will always try to be made about how to inform parents of any critical or emergency situation (in the case of a fatal incident, the police will normally inform the parents of the child or children involved).

The school has a Communication Strategy and an Emergency Closure and Lockdown Procedure which should be read in conjunction with this section.

We communicate with parents through a variety of methods:

This list is not exhaustive and is expanding continually as new methods of communication are explored and developed.

- Letters home
- Text messages
- The school website
- Parentpay
- Twitter
- Facebook
- Regular School Newsletters
- Parent/Carer Meetings
- Governors Drop-In Sessions
- Class assemblies
- Informal communication between teachers and parent/carers.
- Open Evenings
- Local Radio
- Parents' Evenings
- Student Planners
- Newsletters

The following information is available through the website:

- Clubs and activities
- School day
- Uniform
- Keeping safe
- Term dates
- School calendar
- Ofsted reports
- Exam information
- Complaints Procedure
- Faculty information
- Governor information
- Important messages
- Reporting a student absence

How can parents get in touch?

- For general enquiries, parents/carers are asked to ring reception.

- All emails should specify the member of staff the query is addressed to. All emails to the school will be treated as confidential. The school aims to respond to emails as quickly as possible.
- Parents attending school to meet with a member of staff, should ensure that they sign in at the main reception and are accompanied around school at all times.

Internal Communications

The school has a Communication Strategy which should be read alongside this section.

- Staff briefings take place on Wednesday mornings at 8:15am in the Main Hall for all staff.
- Slides from staff briefings are stored on the Staff Portal.
- The staff handbook is available on the Staff Portal for of all members of staff.
- Written communications are delivered by hand or via email.
- Staff members' personal details will not be shared with other members of staff without their consent.
- The use of jargon or acronyms is avoided (or where used, explained) and communication is kept clear, concise, and professional.
- Letters are always distributed on the accurate letterheaded paper.
- Supply staff are briefed with relevant policies and procedures on their first day in school.

Email communication for members of staff

- All members of staff and governors have their own email account.
- While emails can be used as an efficient way of communicating with colleagues, it must not be used as a substitute for face-to-face communication and should never be used as a method of emergency communication. Staff must consider the best way to communicate according to each situation.
- Engaging in personal correspondence with a student is not allowed.
- Communicating with students, parents and staff members must be carried out via the school email address and not via one's personal email address.
- Sending of chain emails is not allowed.
- Sending of attachments should be limited (upto 10MB is the recommended limit for receiving and sending attachments).

Meetings

- A programme of meetings is set out on the school calendar.
- All formal meetings should be minuted and members invited to contribute to the agenda.
- It is important that time is set aside for structured opportunities for staff to engage in team working and to contribute to the department's reflection on priorities, activities, and future plans.
- For all formal meetings, notes should be taken, action points progressed, and feedback given to staff.
- Minutes of meetings should be copied to relevant staff, the SLT and saved in the faculty drive, in a subject folder.
- Where relevant, (eg, union meetings) time is built into individuals' timetables.

Social Networking Sites/Blogs etc.

Staff should not communicate with parents or students via social networking sites or

accept 'friend' requests. The only exception would be in the case of blogs set up specifically for the purpose of teaching and learning. Further guidance can be found in the ICT Policy.

APPENDIX 3 - BASIC INFORMATION ABOUT THE SCHOOL

| | |
|-----------------|--|
| Name: | Tibshelf Community School |
| Address: | Doe Hill Lane Tibshelf Derbyshire |
| Telephone: | 01773 872391 |
| Website: | www.tibshelf.derbyshire.sch.uk |
| Email: | info@tibshelf.derbyshire.sch.uk |
| Twitter: | @tibshelfschool |
| Age Range: | 11 – 16 years |
| Number on Roll: | 836 |

| | |
|--------------------------|--|
| Map of surrounding area: | Included in O&M Manuals |
| Photographs: | Included in O&M Manuals |
| Plan of School: | Included in O&M Manuals and Fire Strategy Plan |

Details of Senior Staff

| | |
|--------------|------------------|
| Headteacher: | Lucie Wainwright |
|--------------|------------------|

| | |
|--|--|
| Deputy Headteacher: | Mathew Sykes |
| <i>Include other senior staff as necessary</i> | Louise Crowder, Assistant Head Mark Stanhope, Assistant Head Laura Tipping, Assistant Head John Wathall, Assistant Head |
| Details of Governors | |
| Co-Chairs of Governors: | Peter Wragdale and Christine Murphy |
| Vice Chair of Governors: | Jill Smith |

APPENDIX 4 - EMERGENCY SCHOOL CLOSURE

The decision to close a school is usually made by the headteacher and governors.

The emergency closure procedure for the school is available on the school's website.

It is rare for Tibshelf Community School to have to close on a day when it should be open to students. However, it is possible that for health and safety reasons such as the failure of the power or water supply, we would be unable to remain open. Severe weather such as heavy snow could also cause the closure of the school at short notice.

Hopefully, these arrangements will rarely be needed but it is important for you to be aware of how we can keep you informed.


Advance warning of event likely to necessitate a school closure

Once advance warning is received, a message will be displayed on the school website indicating the school is currently open, advising parents/carers to regularly check the school website for updates. Decisions will be taken daily and posted on the school website by 7:00am if possible.

Closing before the start of the school day

Please check the school website – a message will be displayed from 7:00am indicating whether the school is open, part-open or closed.

A text will be sent to all parents regarding the closure. The school's Facebook and Twitter account will be updated ([@tibshelfschool](#)) and the school's website will also be updated.



Towards the end of the day, a further message will be posted on the school website regarding the following day. This will indicate either that school will be open, part-open, closed or that a decision will be taken early the following day with a further message being displayed from 7:00am.

Closing during the school day

For students travelling home by school bus, you may allow them to walk home (if safe/practical), make alternative arrangements for collection, or allow them to wait until the bus arrives if they are still operating.

A text will be sent to all parents regarding the closure and notification of the times of transport departures will be displayed.



APPENDIX 5 - SPECIFIC HAZARDS AFFECTING SCHOOL SITE

There are no known specific hazards affecting the school site, however, the school do have a lockdown procedure, available on the school website to implement should a hazard arise that requires lockdown as opposed to evacuation.

As part of the health and safety aspects of running a large organisation, the school has developed a lockdown procedure to implement in the case of a need to do so. In many ways this is similar to a fire procedure where there are set steps to take within school to ensure that everyone's safety and welfare is secured. Also, just like with fire procedures, the school will be regularly practising the procedure to test it.

In the event of a lockdown situation (which is not a drill) we would notify parents/carers, where possible, via the school website and text alert. If such a situation arose, parents/carers should refrain from contacting the site as this could tie up phone lines that are needed for support providers. As access to the school would be limited in these circumstances, parents/carers should also refrain from coming to the site as this could interfere and cause problems with the procedures and processes that are taking place. The school will notify parents that a lockdown has ended via the website and text alert, which will also contain information on the next steps to be taken.

APPENDIX 6 - EVACUATION AND SHELTER PLAN

This section outlines the initial actions that should be taken to safeguard pupils and staff, both from internal and external hazards. All staff must be aware of these procedures, as warning signals may need to be triggered immediately, before advising others of the threat.

Fire Strategy Plan

The Fire Strategy Plan includes information about what route to take and what assembly point to use.

The fire alarm signal is incorporated into the detectors and is a two-tone alarm. The fire alarm sounder will be operated when either:

- a fire alarm call point is operated by a person or
- when smoke or heat cause an automatic detector to operate.

Automatic detectors are located throughout the school to L2 standard.

The fire control panel is located in the: Main Front Entrance

A secondary repeat panel is located in the: Creativity Staff Base (G.2.09)

There are also secondary fire control panels in:

Global circulation (G1.01)

Science circulation (G3.01)

Network Office (G4.04)

On NO account should the alarm signal be silenced until it is confirmed that the fire is completely extinguished, or that it is a false alarm. If the Fire Service have been called, the fire alarm must NOT be reset unless the Fire Officer says so.

Lockdown Procedure

It is equally important to have pre-planned arrangements for signalling the need for sheltering (keeping pupils indoors and close doors and windows) in the event of an external hazard and signalling lockdown of the school in the event of an intruder.

A lockdown procedure can help school leaders to secure the safety of staff and pupils at their school during a crisis.

This procedure will be implemented as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety and wellbeing of pupils, staff members and visitors. The lockdown procedure checklist can be used as guidance on what to do in the case of an emergency.

The headteacher will ensure that all staff members understand when and how the lockdown procedure will be implemented.

Depending on the circumstances, either a partial lockdown or full lockdown procedure will be implemented.

The headteacher will take all factors into consideration when deciding whether to partially or fully lockdown the school. Where possible, advice will be sought from the emergency services.

The lockdown procedure will be used in the event of, but not limited to, the following:

- An intruder on the school site
- A major fire in the vicinity of the school
- The close proximity of a dangerous dog, or other animal, roaming loose
- A local risk of air pollution
- A civil disturbance in the local community with the potential to pose a risk to the school

The signal given for staff members to implement the lockdown procedure is **temporarily going to be the school bell followed by a voice which states “please initiate lockdown procedures” in addition all pc/laptop screens will be centrally diverted to a lockdown screen.**

An email from SLT will be used to make staff members aware of the incident that has occurred and any precautions in addition to the lockdown procedures that should be taken.

Lines of communication between staff members will be kept open through the use of emails and where appropriate telephone conversations; however, unnecessary calls will not be made as this could delay important communication.

As soon as the alarm has been raised, the school site staff will ensure that the relevant emergency services are informed and kept up to date with the situation.

In the event of the school implementing the lockdown procedure, pupils will be instructed to remain in their classroom, or will be guided to the nearest secure room.

Staff members will ensure that the toilets, canteen, and playgrounds are cleared of all pupils, staff members and visitors.

Pupils who are outside the school, or not in classrooms, will be led inside as quickly as possible, unless this will endanger them and others.

Classroom teachers are responsible for the pupils within their classroom.

When all personnel and pupils are inside, doors and windows will be securely locked where possible, including fire doors, external doors, and internal doors. Where this is not possible the classroom teacher should secure the entrance/exit by any means possible.

Once all personnel and pupils are inside, the senior leadership team (SLT) will conduct an on-going and dynamic risk assessment based on advice from the emergency services.

In the event of an air pollution issue, air vents will be closed, where possible, as an additional precaution.

In the event of a lockdown, the following actions should be carried out by staff members in order to increase protection:

- Blocking off access points by moving furniture to obstruct doorways, drag a desk in front of the door.

- Close windows and draw blinds.

- Turn off all lights and electronical monitors expressing light including mobile phones, specifically instruct pupils not to use mobile phones.

- Instruct all pupils to either sit on the floor, under a table or against a wall, staff should also do the same.

- Ensure all people are kept out of sight and away from windows or doors.

All personnel will remain inside until the 'all clear' signal is given, via email and via the school bell and a voice which will state "end of lockdown procedures." Staff must not respond to anybody else until the 'all clear' signal has been received, eg, if someone outside states it has ended, staff must not respond and must remain in lockdown.

Parents will be notified as soon as it is practicable to do so via the text messaging and/or email service.

Pupils will not be released to parents during a lockdown.

Following the 'all clear' staff should check their class registers and report any missing students to student services.

If it is necessary to evacuate the building, a continuous ring of the fire alarm will be sounded.

In order to ensure the effective implementation of the lockdown procedure, a lockdown drill will be undertaken at least once a year.

APPENDIX 7 - CHECKLIST FOR GROUP LEADERS ON EDUCATIONAL VISIT

Checklist to be followed by the group leader if an incident occurs on an educational visit.

This is available via staff shared/admin/educational trips

All staff are required, once their trip has been approved on Evolve, to have all relevant documents printed off in a pack prior to the trip leaving.

CHECKLIST FOR GROUP LEADERS ON EDUCATIONAL VISIT

- Ascertain details of incident
- Alert relevant emergency services (Police, Fire, Ambulance, Coastguard) via 999 system
- Call for assistance if available (staff, passers-by)
- Administer first aid where possible
- Account for all members of the party and ensure that all persons uninjured stay together
- Allocate staff member(s) to travel to hospital(s) with casualties
- Ascertain if there are any witnesses
- Allocate staff member(s) to stay at incident site to liaise with the emergency services

- Arrange for all non-casualties to return to base (accompanied by a member of staff) and that all members of the group are informed of the incident as soon as possible
- Inform headteacher/member of senior management team (at school) as soon as possible. Give as much of the following information as possible:
 - date, time, location, and nature of incident
 - names of those involved
 - details of any injuries.
 - actions taken.
 - contact point to be used
- Consider requesting additional assistance.
- Keep headteacher/member of senior management team regularly updated.
- Consider whether activity should be abandoned. If so, arrange for non-casualties to return to school. Liaise with headteacher/senior management team over transport arrangements.

Do not discuss legal liability

APPENDIX 8 – EPIDEMIC / PANDEMIC PLAN

The Government and The Department for Education (DfE) have published guidance to assist planning to support learning if schools close for extended periods during an epidemic / pandemic.

Using the school's Business Continuity and Risk Review we would look at options which may include staffing from supply agencies, running a reduced timetable or Remote Learning.

The Government will advise Derbyshire County Council about whether or not schools should close. DCC will make the final decision and if the school needs to close DCC will contact the school.

- Any child or member of staff who shows symptoms at school would be isolated and sent home as soon as possible
- Handwashing and sanitising would be promoted to minimise the spread of infection if the school stays open during a pandemic
- Lessons would be maintained if some staff become sick by exploring the use of supply agencies and using other non-teaching staff to support classes.

- If school is closed, education will continue by following the Remote Learning policy.

Reporting

If you have a case in school; pupil or staff, please report to the Health Protection Team who will advise the best course of action:

PHE East Midlands Health Protection Team
 Public Health England, Seaton House City Link
 Nottingham
 NG2 4LA
 Phone: 0344 2254 524

If you have any questions about media issues, please contact our press office on 01629 538205.

APPENDIX 9 - BOMB THREATS AND SUSPECT PACKAGES

Although bomb threats usually turn out to be hoaxes, they must always be taken seriously. It is important that office staff know what questions to ask if they do take a call from someone claiming to have information about a bomb. The bomb threat prompt card gives questions to ask and immediate actions to take in this situation. Staff should be familiar with this information, and preferably have a copy to hand near the telephone.

Equally important is dealing with suspect packages - in most cases the package turns out to be a hoax or genuine mistake, but it is better to take all appropriate precautions if a suspicious letter or package is received. Any member of staff who may deal with incoming mail in the school should be aware of the guidance.

Bomb threat prompt card for reception staff

| Action to be taken | ✓ when complete |
|---------------------------|------------------------|
| Stay calm | |
| Make a note of: | |

| | |
|--|--|
| <ul style="list-style-type: none"> • the exact time of the call • the caller's sex and approximate age • any accent the person has, or any distinguishing feature about their voice e.g., speech impediment, state of drunkenness etc • any distinguishable background noise | |
| <p>When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller:</p> <ul style="list-style-type: none"> • Where is the bomb? • What time is it due to go off? • What kind of bomb is it? • What does it look like? • What will cause it to explode? • Why are you doing this? | |
| <p>Dial 1471 - you may get the details of where the phone call was made from, especially in the case of a hoax caller</p> | |
| <p>Report the call to the police and the headteacher/nominated deputy immediately. In the extremely unlikely event that there was a codeword with the message, and the location of the bomb was given as a location other than the school, follow the same procedure - report the call immediately to the police, and then notify the headteacher</p> | |

Guidance on suspect packages

The likelihood of a school receiving a postal bomb or suspected biological/chemical package is very low, however, you should be aware of the immediate steps to be taken if you receive a suspect package or come into contact with a biological or chemical substance.

Postal bombs or biological/chemical packages may display any of the following signs:

- Grease marks or oily stains on the envelope or wrapping
- An unusual odour including but not restricted to almonds, ammonia, or marzipan
- Discolouration, crystals on surface or any powder or powder-like residue on the envelope or wrapping (suspect biological/chemical threat)
- Visible wiring or tin foil
- The envelope or package may feel very heavy for its size
- The weight distribution may be uneven
- Delivery by hand from an unknown source or posted from an unusual place
- If a package, it may have excessive wrapping
- There may be poor handwriting, spelling, or typing
- It may be wrongly addressed, or come from an unexpected source

- No return address or postmark that does not match return address
- There may be too many stamps for the weight of the package

If you suspect that a letter or a package may contain a bomb:

- Stay calm
- Put the letter or package down gently and walk away from it
- Do not put the letter or package into anything (including water) and do not put anything on top of it
- Ask everyone to leave the area (including classes if necessary)
- Notify the police and the headteacher/nominated deputy immediately
- Do not use mobile phones or sound the alarm using the break glass call points

If you suspect that a letter or a package may contain a biological or chemical threat:

- Stay calm
- Do not touch the package further or move it to another location
- Shut windows and doors in the room and leave the room, but keep yourself separate from others and available for medical examination
- Notify the headteacher/nominated deputy immediately

The headteacher/nominated deputy should then:

- Notify the police immediately on 999
- Ensure that any air conditioning system in the building has been turned off, and that all doors (including internal fire doors) and windows have been closed
- Evacuate the building, keeping people away from the contaminated room as far as possible
- Keep all persons exposed to the material separate from others and available for medical attention
- If anyone is experiencing symptoms of chemical exposure (e.g., streaming eyes, coughs, and irritated skin) seek medical attention immediately

If anyone believes they have been exposed to biological/chemical material, they should be encouraged to:

- remain calm
- do not touch eyes, nose, or any other part of the body
- wash your hands in ordinary soap where facilities are provided

APPENDIX 10 - OTHER SERVICES USING THE SCHOOL SITE

APPENDIX 11 - LOG KEEPING

Any emergency affecting a school may afterwards become the subject of a detailed inquiry. It is important that accurate written records are kept, and that no piece of information about either the planning or the response to the incident is lost. Records may also be in the form of a recording made via a CCTV camera, a telephone or on an answer machine. The records should be retained after the incident for future reference.

How to write the log:

- Note all relevant facts in chronological order
- Stick to the FACTS - do not include any assumptions (if you are noting down assumptions to show your reasoning for making a decision, make this clear)
- If you make a mistake, cross it out with a single line so that what is underneath is still visible, and initial it
- Do not leave blank spaces - or if you do, rule them out with a line
- Do not overwrite – if you make a mistake, cross it out, initial it and start again
- Do not leave large blank spaces between words or between entries
- Do not use correction fluid
- Unused space after the end of a series of entries should be ruled through, then signed in full, dated, and timed
- Avoid approximations and abbreviations

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APPENDIX 12 - TRAINING AND EXERCISING

In order to carry out the procedures outlined in the plan, awareness raising, and training is carried out within the school. All staff that have a role in the plan should be aware of the full scope of the plan and their roles and responsibilities. Staff who may not be part of the response to an emergency should still be aware of the content of the plan, particularly the section on evacuation and shelter.

Exercising the plan is equally important, especially emergency procedures such as:

- Fire drill
- Lockdown drill (including full and partial)

The staff handbook that is updated annually and made available for all staff and volunteers refers to the above. The staff induction covers both of the above.

All staff are notified when there have been any updates/changes to either of the policies/procedures.

Routine drills are carried out and learning points actioned.

APPENDIX 13 - BUSINESS CONTINUITY – see separate document for details

Business continuity planning is the process involved in ensuring that a business or organisation can continue with its critical functions after a disaster or emergency. In the case of schools, one of these functions is to continue pupils' education. The School's Business Continuity Plan, Remote Learning policy, Inventory and Risk Assessment sits alongside the Critical Incident Plan.



Tibshelf Community School

Critical Incident Plan – Business Continuity and Risk Review

| Business Continuity Plan | |
|---|---|
| Possible Major Event | Plan to manage event |
| Day 1: any event | <ul style="list-style-type: none">• Critical Incident Plan actions including contact DCC for assistance• Contact insurers and meet loss adjusters if appropriate• Communication to staff, students, parents, and governors using most appropriate methods available (website, email, text, social media, local radio, and press)• Emergency meeting (with key services if appropriate) |
| Loss of premises for an extended period E.g., fire damage, contamination. | <ul style="list-style-type: none">• Temporary accommodation possibly on the school field• Other local schools may be able to accommodate some lessons• Remote learning• Contact exam boards if necessary |
| Large scale loss of property due to fire or theft | <ul style="list-style-type: none">• Contact range of suppliers to assess how quickly property can be replaced. |
| Loss of information due to catastrophic IT failure | <ul style="list-style-type: none">• IT Disaster Recovery Plan |
| Mass unavailability of staff Eg flu pandemic | <ul style="list-style-type: none">• Contact range of agencies to obtain temporary staff• Emergency reduced timetable combined with remote learning arrangements |



| Risk Review | | | | |
|---|-----------------------------------|------------------|--|--------------------------|
| Description of Risk | Risk Level (Probability / Impact) | Red Amber Green? | Description and evaluation of current control or mitigation methods | Action By |
| Political | | | | |
| Strike action | MP/MI | Amber | Continue to maintain good industrial relations | L Wainwright |
| Economic | | | | |
| Reduction in funding <ul style="list-style-type: none"> adverse national funding formula student numbers reduced availability of centrally funded central services | HP/HI | Red | Work with LA to ensure we can continue to take over the PAN Continued efficiencies Maximise alternative sources of income Take account of best available information Seek LA and other advice and work with other schools who are in the same position | L Wainwright A Jones |
| Loss of key personnel <ul style="list-style-type: none"> temporarily e.g., sickness permanently e.g., resignation | LP/HI | Amber | Review sickness cover and succession plans for key staff including finance, IT, exams, alternative curriculum, and Site/ Arbor See Business Continuity Plan | L Wainwright B Wright |
| Environmental | | | | |
| Fire | LP/HI | Amber | We have regular fire drills. We have a sprinkler system. We review our Fire Strategy Plan annually. The alarm system has a control panel showing source and nature of alarm. Smoke and heat detectors installed. Business Continuity Plan | B Wright C Selby |
| Flood | LP/MI | Green | Action taken has reduced the risk: clearing drains and gutters. Roof leaks reported and actioned See Business Continuity Plan | B Wright C Selby |

| | | | | |
|--|-------|-------|---|--|
| Chemicals a. within science and Technology b. within Cleaning and Kitchen c. from outside | LP/HI | Amber | Risk assessments Training of staff Evacuation procedures Critical Incident Plan Lockdown Procedures | L Wainwright B Wright D Tones K Williamson C Selby Catering Manager |
| Legionella outbreak through school | LP/HI | Amber | Annual testing and chlorination Removal/isolation of water tanks if possible | B Wright C Selby |
| Food poisoning | LP/MI | Green | 5* Hygiene certificate renewed | A Jones Catering Manager |
| School closure over extended period e.g., for snow or pandemic | LP/MI | Green | Emergency closure procedure to ensure as much prior warning as possible Communication plans in place including website and text system, both accessible from home Partial opening to prioritise year groups taking external exams Teachers to follow Remote Learning Policy in an extended closure situation | L Wainwright B Wright |
| Legislative | | | | |
| Changes to Health and Safety, employment legislation, GDPR | MP/LI | Green | Qualified, trained, knowledgeable staff employed Procured professional services Abreast of new and emerging initiatives | B Wright C Selby M Raynes |
| Social | | | | |
| Demographic change: new building in Tibshelf leads to an unmanageable increase in student numbers | HP/HI | Red | Continue to monitor trends Trend is currently for numbers to increase Continue discussions with LA Planned increase to building capacity | L Wainwright |
| Epidemic / pandemic | LP/MI | Green | See Business Continuity Plan | L Wainwright |
| Inability to respond appropriately to a first aid emergency | MP/MI | Amber | Risk assessment to be prepared to ensure arrangements are adequate | L Crowder J Marshall |
| Technological | | | | |

| | | | | |
|---------------------------------------|-------|-------|--|-------------------------|
| Boiler failure | LP/MI | Green | DCC Property Package | B Wright C Selby |
| Server failure | LP/HI | Amber | ICT Disaster Recovery Plan | A Jones I Kerry |
| Alarm failure | LP/HI | Amber | Weekly testing of alarms Visual checks carried out | B Wright C Selby |
| Unauthorised access to IT network | LP/MI | Amber | ICT Policy reviewed annually | A Jones I Kerry |
| Other | | | | |
| Examination procedures | LP/HI | Amber | Training Segregation of duties and management control Regular review of procedures Monitor to ensure that there are sufficient resources | J Wathall M Raynes |
| Safeguarding procedures | LP/HI | Amber | Training All procedures under review Clear lines of accountability Keep abreast of recognised good practice and guidance Regular lockdown drills carried out | L Crowder |
| Administering Medications to Students | LP/HI | Amber | Training All procedures under review Clear HCPs Clear lines of accountability Keep abreast of recognised good practice and guidance | L Crowder J Marshall |

| Key | |
|-----|--------------------|
| LP | Low probability |
| MP | Medium probability |
| HP | High probability |
| LI | Low impact |
| MI | Medium impact |
| HI | High impact |

