

Ysgol Aberconwy



Critical Incident Management **Policy & Procedures**

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THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY

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Ysgol Aberconwy Critical Incidents Policy

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Ysgol Aberconwy Critical Incidents Policy

This policy has been prepared in accordance with the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Reg 1999 including subsequent legislation and regulations. The aim of this policy is to ensure that all practical steps are taken to secure the health, safety and welfare of all persons using the school.

1. INTRODUCTION

The impact of a major incident involving the School could result in human trauma, the disruption to our core business or both, and the School must be ready to respond with a positive and timely action plan which will minimise the human effect and allow the School to return to routine business as quickly as possible. A situation that is handled poorly has the very real potential to damage the School's reputation and, at worst, with terminal results. We must therefore be prepared to manage critical incidents in a thoroughly effective way, and this document aims to give guidance on procedures, and on factors involved in the decision-making process, both to the Critical Incident Management Team (CIMT) and to individuals.

The role of the CIMT is to provide leadership and direction for the planning, duration and aftermath of critical incidents. Further details about the CIMT can be found in the procedures section of this document (procedure summary 1)

The most essential part of Critical Incident Management is the foundation formed by training and pre- thought of all those likely to be involved with, or affected by such an incident. Although we hope that the school will never be involved in a serious incident, some scenarios are more likely to occur than others. The school has identified these scenarios and continues to train effectively for them, so as to minimise their impact on the school community. Details of these scenarios are included in the appendices to this policy.

Statement of Policy

The governing body is committed to ensuring a high standard of health, safety and welfare for all staff, pupils, visitors and contractors, by ensuring the following:

- a) Procedures to be taken if a 'Critical Incident' is declared that will aim to maximize the safety and welfare of all persons on site.
- b) Encouragement for staff to participate in the promotion of health and safety standards in the school.
- c) This policy will be reviewed and updated as appropriate.

2. WHAT IS A CRITICAL INCIDENT?

Critical Incidents are characterised as events leading to emotional trauma and stress to pupils, staff and parents, or by physical damage to buildings and School property. They are likely to cause a severe disruption to School routine and business, and/or could be the cause of the School's reputation coming under threat. Examples of such incidents could include:

- Murder
- Fatal road traffic accidents
- Hostage taking on School premises
- Terrorist activity involving a threat to life, including bomb threats

- Suicide
- Widespread absence, or possibly death, through contagious disease
- Kidnapping from School premises
- Fire
- Major disruption to the business functioning of buildings, facilities or computers
- Civil disaster, such as an air crash
- Missing pupil

3. RESPONSE CHARACTERISTICS

Dealing with most serious incidents follows three phases and the School's response should be based on separating the requirements of each:

a. **The Immediate Reaction.**

- Gathering information
- requesting appropriate support (including: police, fire, ambulance)
- communicating with all concerned
- setting up the CIMT
- dealing with the media.

b. **Handling Human Reaction.**

- Identifying those individuals in need
- recognising the whole-school impact
- the subsequent discussion on an incident
- the provision of professional support where necessary
- the ritual closure of an incident.

This is also known as the emotional phase.

c. **Getting back to business.**

- Re-establishing routines and facilities as quickly as possible.

4. KEY ISSUES TO CONSIDER IN SUCCESSFUL INCIDENT MANAGEMENT

4.1 Procedures.

The School has a simple set of procedures to cover the most likely incidents. We judge these to be:

- Evacuation of the school buildings
- Response to malicious intrusion of the school premises
- Road traffic accident (RTA)
- Major illness
- Death of a child or staff member
- Dealing with Bomb threats

These procedures should be clearly understood and practised at least annually by both staff and, where appropriate, pupils, to allow immediate actions to be carried out swiftly and efficiently. Staff training should cover these procedures at least annually.

These Procedures are included as appendices to this policy.

4.2 Information.

The gathering of accurate and timely information is vital to the management of any incident. Inaccurate or a lack of information can easily lead to confusion, uncertainty and distress; it can seriously damage the PR effort and with it the School's reputation. Responsible persons involved in an incident away from School need to be aware of essential basic information required by the School; in the same way the School needs to know all available facts to initiate onward communication, and for the appropriate reaction to take place effectively. The facts essential to this process are:

- What has happened?
- Where has it happened?
- What time did it happen?
- Name and mobile phone number of member of staff in charge
- Confirm identity of group (and total number, pupils and adults) involved
- Names of those injured and their location (e.g. hospital)
- Damage to vehicles/property etc;
- Who has been informed of the incident?
- What is being done now?
- What assistance is required from the School?

Information needs to be updated and verified on a regular basis; in the case of incidents occurring away from School, the responsible person on the ground and the CIMT must clarify who will conduct any follow-up in this regard to prevent a duplication of effort. Proforma's for collecting information are available in the Procedure Summaries at the end of this policy ?

4.3 Communication.

Communication is clearly one of the most important elements in dealing successfully with a critical incident and there are several aspects to be considered:

a. Focal Point Communication.

The principle of focal point communication must be rapidly established at the outset. This ensures that there is only one nominated person on the ground during an incident outside of school, responsible for verifying, recording and passing information. It creates control over others who may wish to communicate with, for example, parents or friends to reassure them, and thus prevents the untimely or inaccurate passage of information. Similarly all staff and pupils must be aware that they should not communicate their perceptions about the incident

to anyone, without permission from the CIMT which will provide the focal point in School.

b. **Communication Tree.**

Once an incident has been reported and declared critical, it is important to initiate the communication tree with the aim of passing information concurrently and rapidly to those who need to know. The CIMT must allocate telephones to maintain access both in and out of the School. Responsibilities in this respect are as follows:

- Head : Communications Officer, Parents, Pupils
- Communications Officer : Press, social media
- Business Manager : Civil authorities, CIMT, Insurers, HSE, Admin Staff, Sodexo
- Assistant HTs : Teaching Staff
- Chairman of Governors : Governing Body

c. **Out of Hours.**

If an incident occurs on a school trip then procedures outlined in the Educational Visits Policy should be followed.

If an incident occurs on the school site, outside of school hours, care taking staff will follow Sodexo procedures, and will maintain contact with the business manager in the first instance.

d. **Continual Communication.**

Major incidents rarely conclude quickly, and their effects develop over a period of time.

There is always new information to digest which often requires rapid reaction. It is important for the CIMT to establish a communications centre to process this need. The Business Manager's Office will become the communications centre under the control of CIMT which will delegate routine responsibility to the necessary people. Information received by the communications centre is to be passed to the CIMT for processing.

With the support of the Communications officer, Parents, Staff and pupils will also need to be regularly appraised on developments. It would not be unusual to hold daily briefings, provide daily information letters or post information on the school website and/or social media during the period in which the incident is considered critical.

e. **Communication with the Media.** This is considered under a separate section and can be found in the procedure summaries below

4.4 Setting up the CIMT.

It is a matter for the Head Teacher and Leadership team to determine whether an incident is critical. Procedures for setting up the CIMT, its organisation and its function are contained in Procedure Summary 1

4.5 Liability and Evidence.

The nature of most incidents exposes a liability, and the School's duty is to attempt to identify where that may lie and to initiate appropriate action. Potentially serious cases

may be investigated by the civil authorities, but the School should ensure that up to the time that occurs, evidence is appropriately preserved.

a. **Witnesses.**

Depending on the nature of the incident, witnesses to an incident should be immediately taken to an isolated room where they can give an account of events to one member of staff nominated by the CIMT. Other members of staff should be available to give support to traumatised pupils. Statements may be required by the Police, and indeed they may also need to re-interview witnesses thereafter. The Police will normally expect witnesses to be isolated from each other before providing a statement, however it may be more appropriate to keep pupils together to prevent undue stress following a particularly harrowing incident, for example.

b. **Staff.**

Where it appears likely that a member of staff is liable, the CIMT will organise the taking of a statement with union representation available. It would not be unusual for such a member of staff to be traumatised, and appropriate support should be provided.

c. **Evidence.**

The scene of an incident should be isolated by ring-fencing as soon as possible, under the direction of the Business Manager and Sodexo staff. Any item which could be considered evidence is to remain untouched in an isolation area. The Business Manager will ensure that evidence is not tampered with, prior to the arrival of the Police.

4.6 Handling Reaction.

Experience in schools where critical incidents have occurred, shows that parents, staff and pupils react in a variety of ways that can be characterized within the emotional range of denial, guilt, anger, distress and helplessness. Sensitive handling of these reactions will help to reduce the effect, and will allow the School a quicker return to the routine and business of education. Some key elements to assist in this process are:

- Training staff to work with students effected by incidents
- Deploying guidance mentors to work individually with students following an incident
- Contacting the LA to request counselling support after initial response
- On going counselling support through other external agencies, such as 'Care First'.

4.7 Communicating.

The swift and accurate passage of factual information to parents, staff and pupils will prevent rumour and speculation fuelling the imagination and exacerbating already taut emotions. Staff should be clear about only one version of events to ensure unity, as they may later have the responsibility of discussing issues with pupils.

- **Confronting.** Pupils in particular should be allowed to confront the incident by discussing the truth and the facts. Those clearly traumatised by the effects of the incident and their parents will need to be advised about the availability of professional help.

- **Supporting the Supporters.** The CIMT will be aware that, particularly as time passes, staff may become increasingly affected by the heightened emotions of a traumatic period. Consideration may be given to a short break away from School for those in need and the provision of cover where necessary as well as counselling and emotional support from recognised professionals.
- **Formal Recognition, Rituals and "Closure".** The CIMT will wish to consider the sending of sympathy notices by the School and by pupils, visiting the injured, and attending a funeral if invited. Consideration should also be given to the holding of special assemblies and memorial events, and the option of a more permanent memorial if appropriate. Staff and pupils will be aware of anniversaries, and the School may wish to consider an appropriate commemoration.

4.8 Getting Back to Business.

The CIMT will judge a suitable time when School routines could be fully recommenced.

Critical Incident Management **Procedures**

Procedure Summary 1 : Setting up a CIMT

ROLE

The role of the Critical Incident Management Team is to take the lead in an emergency. Members of the team should have key roles in the school, and assume specific responsibilities on the CIMT.

COMPOSITION

The CIMT should be based on the SLT and other key staff, relevant to a particular incident. Due consideration to be given to the size of the team, to maintain effective communication and decision making. Typically, composition should be as follows :

- Headteacher
- AHT with responsibility for area in which incident has occurred
- Business Manager
- Communications Officer
- Governor (if available)
- LA Officer (if available)
- Head's PA

The key to having a successful CIMT is expertise and availability. It is often useful to have somebody on the CIMT who is not working full time at the school.

Within the CIMT two members should be identified as communication managers: one to get information in (and keep getting it in); one to control information out.

The CIMT must also include the head's PA who will make detailed notes of all stages of the response. In particular, the clerk will make precise notes on all marginal decisions that have been taken, including the reasons for taking the decisions (and not taking others).

The membership of the CIMT should be reviewed and amended annually in the light of experience, changed individual circumstances, likely availability and staff changes.

CREATING AN IMMEDIATE ACTION PLAN (IAP) : to be actioned within hours

1. **Obtain and collate information about what has happened**

Response to an CI should begin with collection of relevant information required. In the Procedure Summaries that follow, relevant forms are available for collecting information, summarised as follows :

- What has happened?
- Where and when?
- Name and contact number of an adult at the incident site
- Number of people injured, names and extent of injuries
- Location of injured, name and contact number of adult present
- Location of uninjured, name and contact number of adult present
- Is help required from the school?

2. Gather and brief the Critical Incident Management Team

The information gathered above needs to be disseminated. In addition, the CIMT needs to know

- Who has been informed of the incident?
- What has been said and by whom?

3. Inform the Chair of Governors and trigger LA support network through designated contacts

The Local Education Office provides support to schools

- It will help with physical resources
- It will alert Authority Officers as appropriate (press officer, counselling service etc)
- The LA Contact Person will initiate Conwy's critical incident management procedures alongside our own.

4. Put in place an incident management room with a dedicated telephone line

There is a distinct possibility of the regular school telephone line being inundated with incoming calls from anxious parents and representatives of the media. It is essential that the CIMT maintains effective communications at all times.

- The separate lines available in the head's office or the business manager's office will be used for outgoing calls.
- The person or team dealing with incoming calls should provide a factual statement for reception staff (agreed and drawn up by the CIMT) along with reassurance of action being taken at the incident site,
- It is important to avoid speculation and not to make statements about further information unless it is absolutely certain that this will be available

5. Contact parents whose children are involved

This must be done quickly and sensitively. It points to the need for the names and contacts of any excursion party to be centrally available.

- Consistency of information is vital so a chain of communication (ie a telephone tree) should not be used
- If a parent cannot be contacted by telephone, it may be necessary to use another (reliable) means of communication such as a text or email asking him or her to telephone a given number. (Any message should relay known information and assurances of appropriate action being taken and should indicate if further information will be made available)
- It may be appropriate for parents to come into school to receive further information – arrangements for their reception need to be made.

6. Inform Health and Safety Executive

If appropriate, the Health and Safety Executive must be informed. A member of staff involved in the incident must complete an accident form.

7. Make arrangements for informing other parents

If there is any possibility of legal liability, police action, or a health issue, the LA's personnel section and/or Health Authority, should be contacted before the school issues information to parents.

- It may be sufficient to inform parents by sending a letter home with pupils after the event, or by sending a text with a link to information on the school's website or social media channels
- A prepared statement should give necessary facts, expression of sympathy/concern and possibly a message for the community – it is important to remember that a letter is likely to fall into the hands of the media. The schoolcomms App can also be an excellent vehicle for speedy communication with parents.
- It may be better to delay this letter by two or three days until full information is available; in other circumstances, it will be important that the letter goes out immediately
- In some situations a letter may not be appropriate and it may be necessary to call a meeting at school, especially if the incident is one which will generate concern over some aspect of the school's organization (injury following violence at school, for example)

8. Inform teaching and support staff

It is vital that all adults in contact with pupils are kept well informed and feel secure in handling questions and comments – everybody must speak with one voice.

- A schedule for updating members of staff needs to be arranged (during break, at the end of the lunch break, at the end of school, first thing in the morning, etc). This ensures that knowledge is common and questions are answered
- Members of staff must be cautioned against talking to the media and responding to questions from reporters - they are not trained to do these things

9. Inform pupils

This is best done in classes or small groups.

- Particular care should be taken to protect and support pupils close to somebody involved in the incident
- Members of staff unable to handle the emotions or distress confidently should be offered support in sharing information or announcements
- Pupils should be given a consistent account of the incident whilst allowing for differences in their ability to understand

10. Encourage people involved to talk

Where possible, people involved (pupils and staff) should be able to talk about an incident before going home.

- This is not counselling
- Apportioning blame should form part of these discussions

11. Be ready to deal with the media

The school will need to deal with the attentions of the media. Pupils, parents, governors, teaching and support staff may be approached directly by press, radio or television reporters in the earliest stages of an incident. In an out-of-school incident, the media may learn of an incident before the school and may have information at odds with that of the school. In the most difficult circumstances, the police will provide some protection against media intrusion. In some instances, however, media interest may persist over a period of days and possibly be re-triggered by a funeral, an anniversary or court action.

- An agreed text for release to the media and/or as a script from which anybody (from the CIMT only) confronted by the media can speak should be prepared.
- Ensure that a designated spokes-person (usually the communications officer) is briefed and prepared, makes the direct response for the school
- An established, sympathetic, well-developed link with the local press and/or radio is a major asset
- It is essential to follow certain 'dos and don'ts' when dealing with the media (see below)

12. Social Media and Website communication

The school website is an excellent form of communication, and the press statement (adapted as appropriate) needs to be placed on the website, and published through social media channels. as a matter of urgency. This is the message most people will get quickly, and it will be instrumental in how the incident is presented and perceived. However, it must be recognised that this is a very public form of communication, and it may not be wise to publish any events or information which are more private to the school, as this may attract unwanted media attention at a sensitive time.

Equally, pupils and members of staff should be cautioned against use of social media, such as Facebook or Twitter to share information or plans, as these are routinely trawled by the press for information, at such times. The CIMT must however be ready to respond to information, accurate or otherwise, shared in this way.

13. E mail communication

Much of the immediate communication, other than by telephone, will be by e mail. Once all urgent communication has taken place, prepare appropriate brief standard responses to e mails. There may need to be several:

- response to positive communication from those known to the school
- response to negative or critical communication from those known to the school
- response to positive communication from those not known to the school
- response to negative or critical communication from those not known to the school.

DEALING WITH THE MEDIA : SOME GUIDELINES

'DOs'

- Do respond to 'what' and 'when' questions
- Do tell your story quickly, accurately and get across your key message(s)
- Do consider, when possible, the needs of your audience
- Do choose your own time when to report to the media
- Do ensure that everybody has the same story
- Do prepare and rehearse
- Do be human and sympathetic

'DON'Ts

- Don't reply to 'why' and 'how' questions
- Don't respond to 'if' questions – "That is a hypothetical question"
- Don't speculate
- Don't name victims; leave this to the police
- Don't lie or bluff
- Don't make 'off the record' comments
- Don't make promises you cannot keep
- Don't make excuses or blame others
- Don't respond to blind quotations (eg "One of your teachers tells me that....Do you agree?")
- Don't allow words to be put into your mouth (eg "Would you agree that....?")
- Don't say 'no comment', explain why you cannot comment (eg "I cannot answer that question because it would be sub judice", "...I do not talk about individuals", "...there is an inquiry in place and thus it would be wrong for me to comment yet", "...I simply haven't enough facts yet to be in a position to answer that question").

PARENTS AND THE PRESS

If parents contact the press and make a damaging statement without first contacting the school and the press follows this up by asking for comments, the best responses would include:

- "I am disappointed that the parents have not first spoken to me...." "This is a caring school where we discuss problems...."
- "...99.9% of parents choose this route to deal with problems when they occur" "I operate an open door policy here where any parent can talk to me"
- "...this is confidential. I do not discuss individuals"
- "I wish to talk to the parents to discuss the matter and will be contacting them immediately after this telephone call to arrange a meeting"

Procedure Summary 2 : Handling Effected People

People can react very differently to critical incidents; some will readily give vent to their feelings, others find it more difficult. Pupils' ages and development will obviously affect their understanding and feelings. The nature of the incident itself will have a major bearing on the feelings generated. The most common reactions include: denial, distress, guilt, anger and helplessness.

There are, however, some common needs which should be recognized and addressed.

1. Information about the incident

- All members of staff should be informed and given guidance on how to support and talk to the pupils
- The 'truth' should be confronted and care should be taken with the form of words in announcements
- The measures in place in the school to provide further help for distressed pupils should be outlined
- Information should be provided to parents on the kinds of help and support available to them and their children
- Continue to keep all updated as matters progress; this may need to be frequent.

2. Practical arrangements

Practical arrangements, the extent of which should have been identified previously by the CIMT, need to be put into place immediately

- Supplies of paper tissues
- Hospitality arrangements
- Dedicated rooms for distressed pupils
- Available members of staff

3. Explicit acknowledgement of the incident

The management of a critical incident can result in a great deal of stress

- Acknowledgement of the emotional state of staff and pupils needs to be made, and time and space need to be given
- It should be recognized that some staff may not wish to be directly involved in supporting pupils and that the burden of support may fall disproportionately on a small number of members of staff
- It is important that boundaries are established: there should be designated areas for parents, pupils, supporters and the press
- It needs to be acknowledged that the incident may act as a trigger to pupils who are emotionally vulnerable, even if they are not directly involved, possibly resulting in difficulties in behaviour and relationships
- Sensitivity must be shown to detrimental effects on teachers' or pupils' concentration or performance

4. Opportunity to talk through or otherwise express personal reactions

- While attempting to ensure continuity and normality, members of staff should encourage pupils to talk about their feelings and be prepared to listen to them
- Groups of pupils may be offered support from outside professionals who can debrief them, to help them understand their reactions and develop coping strategies (parental permission should be sought in this instance, where possible)

5. Those providing support may need support

It is possible that those actively involved in responding to a critical incident may experience delayed reactions

- Members of staff who are coordinating the school's response to a critical incident should have scheduled relief periods
- Some teachers may need informed guidance and emotional support themselves
- Members of staff need to be cautioned to take account of their own welfare needs; this is especially true of senior leaders

6. Formal and informal recognition and rituals

- Arrangements may be made to express sympathy to the families directly affected by the incident
- Injured pupils can be visited in hospital
- Pupils can be encouraged to send cards and letters
- Plans can be made to attend funerals – if invited
- The desirability of holding special assemblies should be discussed. It may well be necessary to hold special assemblies urgently. Consider appropriate groupings and whether there are pupils, and members of staff, who should be given the choice not to attend these, as a result of personal circumstances.
- Anniversaries are key times and the school must ensure that such times are anticipated and planned for with sensitivity and support

7. Continuing or quickly re-establishing routines

- Every attempt should be made to provide as much continuity as possible for the pupils
- The normal school day should be maintained as far as possible in order that pupils are as settled as possible

8. Return to school by pupils or members of staff directly affected

- Some may not be attending school after an incident and will need assistance on re-entry
- Some may have been injured or distressed and will need significant support to reintegrate into school life

9. Counselling

It may be appropriate to arrange, through the LA, for a school counsellor to work with individuals or small groups, either in the immediate aftermath, or in the weeks and months that follow. Guidance mentors are also trained to provide support to pupils.

Procedure Summary 3 : Emergency Evacuation in the case of a fire

ALARM

Anyone – pupil or member of staff – discovering an outbreak of fire should, without hesitation, sound the nearest fire alarm.

The alarm is linked to the nearest Fire Station and Sodexo will liaise with the fire service during an alarm.

The function of the alarm is to warn every person in the building that a state of emergency has arisen and that fire procedures should be put into operation at once.

EVACUATION

On hearing the alarm, pupils should stand to attention by their desks, and when told by the teacher in charge of the class which exit route to follow (this will be displayed in the classroom), should leave the classroom in a single file. They should not wait to gather personal property. Classes should then proceed at a steady pace to the place of assembly on the schoolyard, the teacher following at the rear, closing the door of the classroom. No running or talking should be permitted. If an exit route is blocked staff should direct pupils to the next nearest safe exit. All other staff should follow the evacuation routes out of the building where it is safe to do so using the nearest safe exit.

Special arrangements should be made to deal with physically disabled pupils. Lifts should not be used.

ASSEMBLY and ROLL CALL

Each form group should line up at the pre-arranged position on the main yard and a register should be taken by the form teacher. Reception staff will gather staff and pupil registers on hearing an alarm. Reception staff will give Guidance Mentors the pupil registers. Guidance Mentors will hand out and collect in registers from form teachers and ensure registers are being taken. These registers should be returned to Reception staff.

Staff not involved in taking registers should assemble under the 'sails' and make their presence known to the Reception staff taking the staff register.

The names and forms of any pupils unaccounted for should be given to the Guidance Mentor and the Guidance Mentor should inform the Fire Officer / Deputy Fire Officer.

Reception staff should give the names of any missing staff to the Fire Officer / Deputy Fire Officer.

The Fire Officer / Deputy Fire Officer will determine the necessary course of action to locate missing pupils / staff with due regard to the safety of all concerned.

The Fire Officer / Deputy Fire Officer will ensure that Sodexo are informed of any missing pupils/staff. The Fire Officer / Deputy Fire Officer will ensure staff and pupil registers are being taken and monitor the evacuation. Sodexo will meet the Fire Brigade on arrival and inform them whether or not all persons have been safely evacuated from the premises.

The Fire Brigade will give the all clear to re-enter the buildings to Sodexo. Sodexo will inform the Head/Deputy Head. The Head/Deputy Head will instruct pupils and staff to re-enter the building.

TACKLING THE FIRE

Prevailing circumstances at the time of an actual outbreak of fire will determine whether the fire should be tackled by the equipment available in the school. It must be emphasised that **fire fighting must always be secondary to safety of lives.**

Procedure Summary 4 : 'Lockdown'

The school site is a secure and safe location for students. Wherever possible, the school will maintain the routine of the school day and will only initiate 'lockdown' procedures when the safety of students or staff would be compromised by their movement around the school site. Members of the public cannot easily access the school site and students cannot readily exit it without going through the reception area. As such, there are some circumstances where the school can continue as normal despite incidents of a serious nature occurring in the community or outside the school site.

'Lockdown' procedures will involve the restriction of movement around the site, as well as movement into or out of it. They may be activated in response to any number of situations, but some of the more typical might be:

- An intruder on the school site (with the potential to pose a risk to staff and pupils)
- A warning being received regarding a risk locally of air pollution (smoke plume, gas cloud, etc)
- An incident at the school requiring certain areas to be made 'out of bounds' to staff and students.

A partial lockdown, during which the school would allow students and staff to move around the site freely, but would not allow them to leave the school site might be activated in response to :

- A reported incident / civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the school)
- A major fire in the vicinity of the school
- The close proximity of a dangerous animal roaming loose

A full Lockdown will be initiated by a tannoy announcement or the sounding of the lockdown alarm.

Once initiated,

- staff and students in classrooms should remain in the rooms they are currently located, close doors and windows and await further announcements. If the lockdown occurs at break or lunchtimes, students should make their way to tutor group bases.
- V1ith form students not in a classroom in a timetabled lesson should report immediately to the hub.
- Depending on their location and the reasons for lockdown, any students off site, may be asked to return immediately – the CIMT will determine how and when this is done.
- External doors and gates should be locked by Sodexo staff and will remain closed for the duration of a lockdown period.
- All staff should check their emails immediately for additional information, read it carefully and respond precisely to instructions.

Once in lockdown mode, teaching staff should notify the school reception by email immediately of any pupils not accounted for (who will bring the information to the attention of the CIMT).

Equally, the reception should be notified if a member of staff has with him or her any person not normally in that lesson or space. Staff should encourage the pupils to keep calm, and not allow them to speculate on social media or elsewhere. Mobile phones should not be in use, as per the school's normal procedures.

Parents will be informed of necessary and relevant information through press releases initiated by the CIMT.

As appropriate, the school will establish communication with the Emergency Services as soon as possible.

The school will be notified that a period of 'Lockdown' has come to an end through a further tannoy announcement. Further information will be released as per the procedures above for the CIMT.

School Lockdown Procedure

School Name: Ysgol Aberconwy

Signal Alarm or signal for lockdown	<i>Lockdown Alarm or Tannoy announcement</i>
Signal for stand down / all-clear	<i>Tannoy announcement</i>

Response Team	
Role	Name
Incident Control Officer	CIMT : including HT, DHT and Business manager
Local Authority	Contact Education Services on 01492 575031 Galw Gofal (out of office hours) 0300 123 6688 / 0300 123 3079

Communication arrangements
Wherever possible use silent communications and keep noise to a minimum especially if the intruders are close by. Make sure any communications devices are secure and cannot be intercepted.
The primary source of communication to staff will be via email.
Leadership team members may use r-way radios or mobile phones as necessary around the building.

Action Plan (See policy for more details)
Sound Signal Alert - Activate lock-down procedures immediately
Dial 999 as soon as safe to do so
Contact Local Authority when safe to do so
If lockdown occurs at break/lunchtime, all pupils to be ushered into the school building if on the playgrounds as quickly as possible and the locking of all outside doors where it is possible to remain safe. Pupils should go to tutor group base rooms.
Otherwise all pupils to remain in the room they are in.
Staff to secure room and take action to increase protection from attack if requested to do so by email - Lock and barricade doors and windows. Staff to close blinds/curtains/screens
Staff to position pupils away from possible sightlines from external windows/doors e.g. sit on the floor/against a wall.
Turn off lights, fans, whiteboards and computer monitors.
Staff to support pupils to stay as silent as possible, calm and out of sight
Put mobile phones on silent
If practicable, staff should notify the Head Teacher or office by email of those pupils not accounted for on a class register or of students in the room who are not on the register.
Staff to remain in lockdown positions until informed otherwise by Headteacher /Emergency Services.
After the lockdown, teachers continue to monitor emails and respond to requests for information regarding students' whereabouts.

Procedure Summary 5 : Procedure in the event of Severe Weather Conditions

Principle :

Decisions regarding the closing of the school will be taken on the basis that ‘Pupils are at greater risk in the school than leaving the school’.

Information required :

AREA	SPECIFIC CONCERNS	INFORMATION REQUIRED	FROM
SITE FACILITIES	Catering, security, cleaning, heating, caretaking, power, salt & grit.	Lack of availability and impact.	Sodexo : Heather Buckle (HB) LT
STAFF SUPERVISION	Enough staff to safely supervise/teach pupils.	No. of staff unable to come in.	LT CK
SAFETY OF SITE	Access, paths, steps, Bus Park, Yard, Morfa Drive, Staff Car Parks.	Risk levels to pupils and staff.	LT, HB
BUS TRANSPORT	Availability of buses.	Are buses available to take pupils to and from school?	CCBC, Arriva, Alpine, LT

Closure Procedures :

In the event of a severe weather event during the school day, information will be collected and collated as above.

If closure/partial closure is necessary

Directions for Students :

1. KB will liaise with LA transport.
2. Early closure notice will be given over the tannoy system by DY.
3. A text message will be sent (KB) and an announcement will be made on the school’s website (CR/RGB).
4. Head’s PA will contact LA.
5. Students should remain in their classrooms until/unless directed otherwise via the tannoy system.
6. Any students who are unable to make their way home should be sent (under instruction via the tannoy) to the hall. Students will be supervised by available staff, and will be permitted to use mobile phones to contact parents.

Directions for Staff :

Note : the Headteacher or Governors are not responsible for the health & safety of staff on their way to and from school.

1. If a member of staff has a concern about their journey home they should speak to KB in the first instance. As in all other occasions when staff need to leave school before the end of the school day, if such concern merits an early departure from school, permission should be sought from IG.
2. Staff share the collective responsibility of the school in discharging its duty of care for the students and as such, where possible, should ensure that pupils are off site before they leave themselves.
3. All staff should sign out in reception before leaving school.

4. Any time resulting from early closure should be used as 'directed time' and HoD should inform staff who are unable to attend what tasks they would be expected to complete whilst working under directed time.

In the event of a severe weather event overnight :

1. Staff who are unable to attend school due to snow or other disruption should, when possible, inform CK before 7.30am
2. Information should be collected/collated as above

If closure/partial closure is necessary :

1. KB will liaise with LA transport & Sodexo.
2. IG will contact LA who will publicise through website & local media.
 - a. LA will publicise on their website at www.conwy.gov.uk/schoolclosures
 - b. LA will transmit information via CapitalFM/Heart/RadioCymru/RadioWales.
3. CR/RGB will post a notice on the school website.
4. In the event of school being closed before 8.30am, all staff should work on tasks such as lesson preparation, assessment activity etc under directed time.

Staff should also note :

With regard to absence from school due to severe weather – paragraph 17 of the Scheme of Guidance states as follows:

“Employees are contracted to attend their normal place of work and are expected to make every effort to be present. Where staff are unable to be present at work due to weather problems etc, there will be no entitlement to paid leave unless such an arrangement is agreed by the Governing Body having regard to the special circumstances involved.”

Procedure Summary 6 : Bomb Threat Arrangements & Procedures

While bomb threats are not common they have occurred and can be frightening and disruptive. Threats can arise from both terrorists and those who simply have malicious intent. However the most likely threat to the school is from someone with a desire to disrupt the running of the school rather than a terrorist organisation wishing to cause an explosion on the premises. Nevertheless this cannot be assumed and all threats, however outlandish they may appear, will be taken seriously and the emergency services will be called.

Headteacher

The Headteacher shall inform members of the LT and KB of the bomb threat and will then take active steps to evacuate the building via the school tannoy, relaying the following information:

- The fire-alarm will sound shortly.
- On the sound of the alarm, all staff and pupils must collect all personal belonging that are presently with them and assemble on the fire assembly point (main KS3 yard).
- At no point must the school be re-entered.

School Business Manager

The School Business Manager (KB) will inform the emergency services of the threat.

Receiving a bomb threat by telephone

Anyone receiving a threat of a bomb by telephone should obtain as much information as possible from the caller and should follow the guidance below:

- Keep calm.
- If possible complete the 'Bomb Threat Notes' sheet (Appendix A).
- Note all possible details of the caller, including sex, age, language, caller's voice and any back ground sounds.
- Report the threat immediately to the Headteacher / School Business Manager.

Action on finding suspicious package or object

- Suspicious packages or objects must not be touched or disturbed.
- If you are already holding it when you become suspicious, put it down carefully.
- Keep yourself and others as far away from the suspicious object as possible.
- Inform the Headteacher / School Business Manager of the object.
- Equipment that emits radio waves should not be operated in the vicinity of suspected devices.

Type of characteristics on suspicious packages and letters

- Excessive postage, no postage, or non – cancelled postage.
- Suspicious or threatening messages written on the package.
- Distorted handwriting or cut and paste lettering.
- Unprofessionally wrapped packaging or excessive use of tape and strings.
- Packages that are discoloured, oily, or have an unusual odour or ticking sound.
- Packages that have any powdery substance on the outside
- Packages that have excessive weight.

Evacuation

- On hearing the instruction by tannoy, followed by the fire alarm, all pupils and staff must vacate the building in a calm and orderly manner.

- The teacher in charge of each class must indicate the exit route to be used and direct pupils to the fire assembly point.
- Arrangements must be made for pupils with physical or mental disabilities to ensure that they are assisted during evacuation.
- No running is permitted to avoid panic.
- Pupils must assemble at the fire assembly point in single file lines.
- When all students have been accounted for, further evacuation to the bus park may be carried out under supervision in a controlled fashion.
- No one will be allowed to re-enter the building until told to do so by the Headteacher.
- In the event that an examination is underway in the school, additional procedures should be followed as indicated below.

Areas of Responsibilities

Please note Radio Control equipment must not be used in the vicinity of possible bomb devices.

The Fire Safety Co-ordinator / Health & Safety Officer (DY & KB) are responsible for co-ordinating the orderly evacuation of the building.

All members of teaching and teaching support staff are responsible for supervising pupils to the fire assembly point.

Evacuation procedures and procedures for identifying and locating missing pupils in the circumstances of a bomb threat are identical to those employed for emergency evacuations for any other reason.

Pupil Supervision and Behavioural Control

All Form Tutors must ensure that their particular form behaves appropriately. When Non-Form Teachers and Teaching Support Staff have completed their additional duties, they are expected to assist Teachers with the pupils' behaviour.

At no point in the evacuation must the pupils be told of the bomb threat.

Meeting the Police / Fire Services

The Headteacher &/or Health & Safety Officer will identify themselves to the emergency services on their arrival and provide the following information:

- If all staff and pupils are accounted for.
- The nature of the bomb threat.

Informing outside agencies

When appropriate, the Headteacher shall inform the LEA of the bomb threat and when necessary, the Health and Safety Officer will report the occurrence as defined under RIDDOR.

Media

All inquiries by the media must be taken by the Head Teacher, Leadership Team or School Business Manager.

Bomb threat guidance for pupils sitting external examinations / staff invigilation

- Pupils should evacuate to a separate muster point on the AWP via a separate exit route from the exam hall with appropriate supervision in place – exam invigilators & exams officer will coordinate initial evacuation and support staff will be allocated from the central muster point to assist in supervision of exam students as necessary.
- Exit from the hall will be from the fire exit in the hall around the back of 'Hub' to the KS4 yard and to the AWP. Exit from the drama studio will be via the hall and then as above. Exit from other exam venues (ABCD, ALN rooms etc) will be via the nearest exit, under close supervision, and around the outside of the building to the AWP
- Exam papers should be left on desks
- Exam Register to be taken out to the muster point by invigilators
- Exam room to be locked by the exams officer
- Ensure exam pupils do not try to collect their bags (as these have been left unattended – staffing will be increased as indicated above to invigilate and maintain exam conditions as far as reasonably practicable e.g. communication, appropriate spacing between learners etc.
- After ensuring safety at mustering point for examination candidates:
The exams officer will contact Examination Board(s) to inform of issue and seek advice.
If all clear is given and building is deemed to be safe, Examination Board may give permission for examinations to continue. If this is not possible the Examination Board may advise that the examinations may not continue – papers to be collected etc. (once access allowed) Ongoing issues affecting later examinations (for example a delayed start) will also be discussed with the exam boards.
- Lynn Jones to the LEA (Enid Christie 01492 575033 or Iola Wyn-Jones 01492 575075 who will instigate the Critical Incident Plan to effect Press and transport arrangements etc.
- School will write to the Examination Boards and confirm special consideration / requirements procedures.

Bomb Threat Notes – Telephone

Guidance

- Immediately alert someone else if possible, but **do not put down the handset or cut off the caller.**
- Try to keep the caller talking (apologise for bad line, ask him to speak up, etc).
- Obtain as much information as you can.

Message (exact words)

.....

 Which building is it in?
 Where is it?
 What time will it go off?
 What does it look like?
 What kind of bomb is it (type of explosive)?
 Who are you? (name)
 Time of call:

Details of Caller

Speech (Circle)

Man	Woman	Child	Young / Old	Not Known
Intoxicated	Irrational	Rambling	Speech Impediment	Accent
Laughing	Serious			

Was the message read or spontaneous?

Distractions

Any noise on the line, call box, interruption, back ground noise?

.....

Other noises

Traffic Music Machinery Children Other:

Person receiving the call name:

Number on which the call was received:

Procedure Summary 7 : Critical Incident Management during school trips.

The school's Educational Visits Policy (section D) sets out the action to be taken, in the event of an Emergency / Critical incident on an educational visit.

By way of summary, the emergency action flowchart below will be carried by all visit leaders taken part in any offsite activity or visit, and are included for ease of reference in this policy.

This topic is also dealt with during Educational Visits Coordinator (EVC) training and Emergency Action Training which is a mandatory course for all schools / establishments involved in the provision of Educational (off-site) Visits for young people or vulnerable adults.

Definitions

A critical incident on an educational visit is defined as an incident requiring the emergency services that affects participants on an off-site visit organised by a school or other LA service for young people or vulnerable adults. A Critical incident which goes beyond the coping mechanisms of the Visit Leadership Team and the Establishment

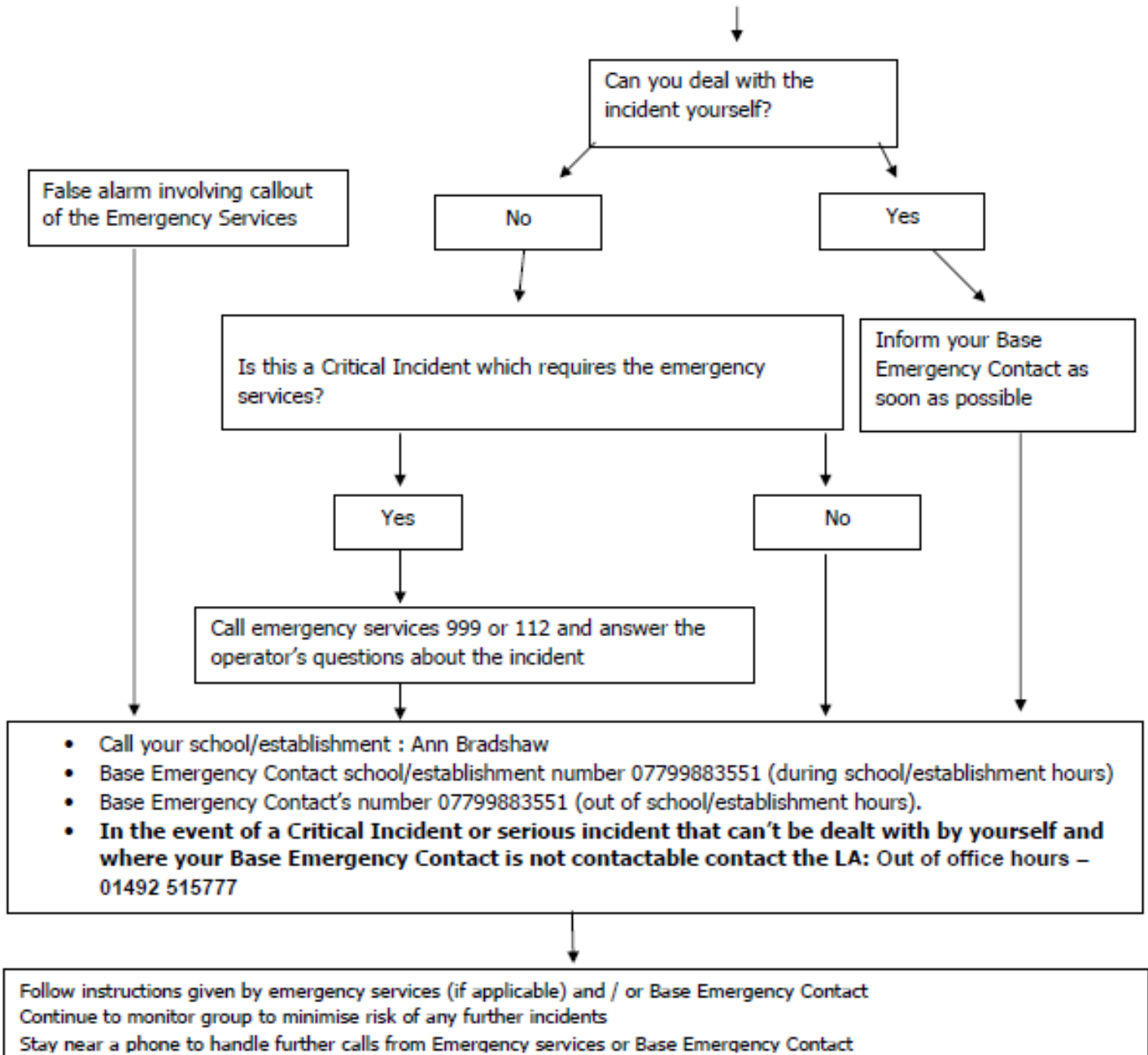
1. Incident: a situation dealt with by the Visit Leader, who remains in control and can cope
2. Emergency: an incident that overwhelms the coping strategies of the Visit Leader so that they refer to the Emergency Contact for help
3. Critical Incident: an incident that meets the definition and is probably overwhelming the coping strategies of both the Visit Leader and the school's Visit Emergency Plan.
4. Major Incident: declared as such by the UK Police or Foreign and Commonwealth Office etc

VISIT LEADER Emergency Action Flowchart

This flowchart must be carried by all visit leaders taking part in the visit
 Trial your emergency procedures from time to time to check that they work.

Do not speak to the media – direct all media enquiries to Local Authority (LA) press officer 01492 576007 / 07733 012571

Give first aid if necessary. Make sure the rest of the group are accounted for and looked after.



**Emergency action flowchart for the school's / establishment's Base
Emergency Contact**

*This flowchart must be available to the school/establishment office and the nominated Base
Emergency Contact for each visit*

