



# **Blessed Robert Sutton Catholic Voluntary Academy**

## **CRITICAL INCIDENT POLICY**

*In this policy we outline routines and procedures to reduce the danger inherent in certain situations and how we can assist staff in coping with disasters if and when tragic incidents occur.*

|                                   |                               |
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Blessed Robert Sutton is a Catholic school. Our mission is to work in partnership with parents and carers to provide a great Catholic education for all our young people.

Our mission statement is

**'Academic excellence, spiritual development and social awareness through Christ'**

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# Vision and Values of Blessed Robert Sutton Catholic Voluntary Academy

Blessed Robert Sutton is a Catholic school. Our mission is to work in partnership with parents and carers to provide a great Catholic education for all our young people.

Our mission statement is

**'Academic excellence, spiritual development and social awareness through Christ'**



This means:

- Inspiring and motivating young people to follow 'The Sutton Way' and achieve their full potential academically, spiritually, socially and in a full range of extra-curricular activities
- Developing in young people a deep knowledge and understanding of the Catholic faith
- Practising Gospel values (Work Hard. Be Kind. Do the right thing), such as forgiveness and helping those in need, within our school community and in society as a whole.

Our mission statement has been embedded across our school community and permeate all areas of school life.

This policy is to complement our vision and values.

## 2. Introduction

The purpose of this document is to:

- outline routines and procedures to reduce the danger inherent in certain situations
- assist staff in coping with disasters if and when tragic incidents occur.

This document is based on the advice provided by Derbyshire County Council and Staffordshire County Council and National Government.

### **Preventative and precautionary measures**

Whilst no amount of planning can totally prevent accidents and problems occurring, it is hoped that some can be prevented and the effects of others minimised by taking sensible precautionary measures. It is expected that:

- all staff should be familiar with preventative measures and planning taken to reduce risks both inside of school and whilst on school trips (as detailed in this Policy).
- all staff should be familiar with the routines and procedures for dealing with emergencies in school (as detailed in this Policy).
- all staff on school trips should be familiar with the routines and procedures for dealing with emergencies on school trips (as detailed in this Policy).

### **A critical incident may be defined as:**

- An accident/incident leading to a fatality, severe injury or severe stress
- A terrorist attack
- Circumstances in which a person or persons might be at serious risk of illness
- Circumstances in which any part, or whole of the school is unable to function as normal due to external influences
- Any situation in which the national press or media might be involved

As such, critical incidents include:

- Death or serious injury of a pupil or member of staff
- Epidemic in school or community
- Violent incident in school
- A pupil missing from home
- Destruction or major vandalism in school
- A hostage taking
- A transport accident involving school members
- A disaster in the community
- A civil disturbance or terrorism

## 3. Principle guidance on managing a Critical Incident

In the event of such an incident the priorities of those adults in charge of the school or trip at the time must be:

- To make an instant assessment of the situation based on the limited evidence available in a very difficult situation, ensuring own safety first. Then:
  - Save life

- Minimise personal injury
- Safeguard the interests of pupils and staff
- Minimise loss and to return to normal working quickly
- Identify safe spaces for staff and students
- Contact emergency services

After the initial incident:

The school's reaction to a critical incident can be divided into the following categories:

- a) Immediate action
- b) Short term action
- c) Medium term action
- d) Longer term action

The school will also create a Critical Incident Management Team (CIMT) which is likely to comprise some or all of the following staff:

- Senior Leadership Team
- Lay Chaplain
- Chair of Governors or a suitable governor if not available

#### **Immediate action – i.e. within hours of the incident occurring**

1. Obtain and collate information relating to the incident.
  - Uncertainty breeds rumour and accurate information is essential
2. Gather and brief the CIMT (Critical Incident Management Team).
  - Brief the team, allocate roles and responsibilities • agree factual statement to avoid speculation
3. Trigger support from the CMAT and LA and other contacts on emergency list. Establish clearly who is going to contact whom
4. Set up an incident management room and dedicated phone line and update social media to keep parents informed.
  - To deal with calls from anxious parents etc.
5. Contact families affected.
  - This must be done quickly and with sensitivity. Consistency of information is vital. It may be appropriate for families to come to school and immediate emotional support could be a possibility;
6. Make arrangements to inform all parents.
  - May need to take advice from LA, especially if there is the possibility of legal liability.
7. Inform teaching and other school staff and Governors.
  - Staff need to be cautioned against talking to the media or responding to questions from reporters. It is vital that all staff in contact with pupils are kept well informed and feel secure in handling comments or questions from pupils.
8. Inform pupils.

Can be done in small or large groups depending on which is most appropriate. Care needs to be exercised to protect both children and adults closely involved in the incident. It is important that children receive a consistent account of the incident allowing for differences in their ability to understand.

9. Encourage people involved to talk.

The incident may need to be discussed before children go home for the day, for both pupils and adults.

10. Deal with the media.

It is most important to seek advice from the CMAT and LA office before agreeing to speak to or be interviewed by the media. If this is not an option then an agreed text for release should be prepared by the CIMT and a designated spokesperson briefed and prepared to respond on the school's behalf.

11. Devise a plan for handling the reactions and feelings of people affected.

The most common reactions will include denial, distress, guilt, anger and helplessness. CIMT need to consider outside professionals to support and debrief staff and pupils affected by the incident. Those providing support also need support. At this point the CIMT will need to plan their short term reaction to the incident.

12. Make arrangements for reuniting children with their families

### **Short term action – the next stage**

1. Reunion of children with their families.

Especially where the incident occurs outside the school. Mostly children will need to be brought home, but sometimes parents and families need to visit the scene of the incident to understand how they deal with repercussions in terms of children's fears etc.

2. Managing staff.

Support needs organising for all staff, preferably from within the school, but using outside agencies if appropriate. Staff monitoring should be a priority, even members of the CIMT. If a crisis persists over many hours staff become tired, weary and upset and this affects their powers to make sensible decisions.

Governors to ensure all staff involved have a well-being plan created, implemented and monitored.

3. Encourage pupils to talk.

Activate strategies for enabling young people to talk about the incident, and their feelings, using outside agencies if appropriate. Staff will need briefing about ways to help the children affected by the incident, and how to identify patterns of behaviour etc. This may have implications for the wider curriculum i.e. training in bereavement counselling for staff, provision of a range of books, PSHE discussions etc

4. Debriefing meeting

It may be appropriate to hold a debriefing meeting for staff, children and parents to clarify what happened, allow for sharing reactions, reassure people that reactions are normal, mobilise resources e.g. parental support groups. An experienced person, possibly someone from outside the school community, should lead this meeting.

5. Formal and informal recognition rituals.

It is important to remember to express sympathy to families of the hurt or bereaved. Visits to children/staff in hospital. Pupils may wish to send cards and letters. The school may also need to consider attendance at funerals, and/or the desirability of holding special assemblies or memorial services. Anniversaries are also key times when support and sensitivity are required.

6. Re-establishing routines

Every attempt should be made to provide continuity for the children. The return to school of staff or pupils directly affected by the crisis will need to be managed carefully and with sensitivity but the reestablishment of routine is an important stage in emotional recovery.

### Medium term action

1. Return to school for staff or pupils after long absence.

Reintegration will need to be planned carefully, and may involve home visits prior to return, part time attendance initially, reducing workloads, putting in place mentoring process etc.

2. Consulting professionals.

Consideration should be given to consulting the appropriate external services for support and guidance, especially to help those showing unusual or prolonged reaction to the incident.

3. Keeping parents informed.

It may be appropriate to produce a leaflet for parents giving guidance on the possible delayed reactions of pupils to an incident and making suggestions to help them deal with these.

4. Support for staff.

Ongoing monitoring and support for staff is a major consideration. CIMT especially will not be immune to reaction from their ordeal.

### Long term action

1. Monitoring the vulnerable.

- The effects of a crisis can reverberate for years, and it is especially important that new staff and pupils are briefed in the school's history to help them understand and deal with potential repercussions especially at anniversary times.

2. Marking anniversaries.

- These difficult times need to be treated with sensitivity. Some suggestions for schools to mark anniversaries are by annual concerts, memorial services, memorial prize giving ceremonies, memorial gardens etc.

3. Legal processes.

- The length of time taken over some legal processes can prolong the recovery process following a critical incident. CIMT may need to plan for this especially where staff may be involved attending legal processes, and facing extended emotional trauma.

4. Curriculum implications.

- It may be appropriate to schedule INSET training for staff in loss counselling, bereavement etc.



5. Review policy, systems and responses to identify if anything can be improved or needs changing.

#### **4. Specific guidance on the prevention and management of specific types of critical incidents in school**

The following guidance is for specific examples of critical incidents and is intended to provide help to those involved. They should be read in conjunction with the principles as provided on pages 2 to 5 of this policy.

It is not possible to prevent all accidents or predict the actions of all people, however reasonable precautions should be taken. In order to ensure the school knows who is potentially involved in a Critical Incident:

- all staff and students should sign in and out of the premises
- all registers must be accurate and taken at the start of every session including school trips

##### **Prevention of a Critical Incident caused by Fire**

All precautions are taken as required and tested by the local fire department, in their Health and Safety check. For example: fire alarms tested weekly, fire signs in place, fire practice and guidance provided to staff and students, fire doors used across the school, daily cleaning ensures not build up of rubbish which could cause a fire. Dangerous chemicals kept safe.

##### **Managing a Critical Incident caused by a Fire**

All staff and pupils should be familiar with the school's routines for fire and the evacuation of the school building on hearing the fire alarm.

All Staff **MUST** understand and follow the 'Fire alarm guidance for staff' available on the schools website.

All students **MUST** understand and follow the Fire alarm guidance for students available on the schools website.

At the start of each academic year, staff and students must receive training in what to do in case of a fire. A fire practice should be held three times a year.

##### **Prevention of a Critical Incident caused by Site Security**

All staff and pupils should be familiar with the school's security procedures, in particular that all visitors not wearing a suitable lanyard must be questioned and escorted to reception.

The responsibilities of staff are fully explained in the 'Safeguarding: Staff Code of Conduct policy, which is available on the schools website.

In the 'Visitors Policy' you will find how visitors are managed. This is available on the schools website.

The security of the school site is explained on the schools website.

The management Health and Safety of the school site is explained on the schools website.

## **Managing a Critical Incident caused by a bomb scare/discovery of suspicious package**

This would be treated the same as a fire. On the discovery of a bomb scare/discovery of suspicious package the building will be evacuated, by using the Fire Alarm procedures (unless the discovery is on the back field in which case, everyone would be evacuated to the front field. The emergency services would be notified and we would then follow their guidance.

All staff and pupils should be familiar with the school's routines for fire and the evacuation of the school building on hearing the fire alarm.

All Staff MUST understand and follow the 'Fire alarm guidance for staff' available on the schools website.

## **Managing a Critical Incident caused by Site Security**

A 'Lock Down' on school premises would be in response to a fast moving incident such as a firearms or weapons attack, either directly at the site or in the vicinity of an airborne danger. The aim of a Lock Down would be to prevent people moving into danger areas, and preventing or frustrating the attackers accessing a site (or part of).

Key to this would be:

Achieve effective full or partial lockdown. Lock doors, shut windows, get students and staff away from windows and under desks.

In the case of an attack, buildings where there is no current danger should be secured and access made difficult.

In the building with the attacker, the outer doors should be left open to enable the attacker to leave.

Let people know what's happening. On the school site, this would be done via the sounding of the siren.

### **Staff responsibilities**

Teaching Members of Staff:

- Report issue to emergency services or office.
- Ensure the safety of the students in their care. Ensure all doors, windows are locked. Put suitable barriers in place and ensure students are in a secure location (eg under desks if appropriate).

SLT/Office/Site Team:

- Report issue to emergency services and work with emergency services to resolve the danger.
- Communicate with staff/students best advice and keep them informed.
- At a suitable point, communicate with parents and develop a response for the media.
- Follow guidance as on Page 5.

## **5. STAY SAFE Principles**

Firearms and weapons attack 'Stay Safe' Principles (**Run Hide Tell**) give some simple actions to consider at an incident, and lays out the information that armed officers may need in the event of a firearms and weapons attack. Full guidance is contained on the NaCTSO website.

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

Run:

- Escape if you can.
- Consider the safest options.
- Is there a safe route? RUN if not HIDE.
- Can you get there without exposing yourself to greater danger?
- Insist others leave with you.
- Leave belongings behind.

Hide:

- If you can't RUN, HIDE.
- Find cover from gunfire.
- If you can see the attacker, they may be able to see you.
- Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal.
- Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls.
- Be aware of your exits.
- Try not to get trapped.
- Be quiet, silence your phone.
- Lock / barricade yourself in.
- Move away from the door.

Tell:

- Call 999 - What do the police need to know?
- Location - Where are the suspects?
- Direction - Where did you last see the suspects?
- Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
- Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
- Stop other people entering the building if it is safe to do so.

Armed Police Response:

- Follow officers' instructions.
- Remain calm.
- Can you move to a safer area?
- Avoid sudden movements that may be considered a threat.
- Keep your hands in view.

Officers may:

- Point guns at you.
- Treat you firmly.
- Question you.
- Be unable to distinguish you from the attacker.
- Officers will evacuate you when it is safe to do so.

## **6. Preventing and Managing a Critical Incident outside of school**

*Specific guidance on the prevention and management of specific type of critical incidents outside of school*

The following guidance is for specific examples of critical incidents and is intended to provide help to those involved. They should be read in conjunction with the principles as provided on pages 2 to 5 of this policy.

It is not possible to prevent all accidents or predict the actions of all people, however reasonable precautions must be followed at all times.

### **Prevention of a Critical Incident on a school trip**

School trips are an essential part of school life. The safety of all students/staff/volunteers is paramount, therefore for each trip the following must happen:

1. MEMBER OF STAFF to apply to SLT for approval of the trip
2. MEMBER OF STAFF to complete a FULL risk assessment of the trip, including the possibility of a terrorist attack. For example: Foreign Office advice, recent events, density of population, profile of destination. Guidance and advice is available on Evolve. This might need to be revisited in the event of a change in circumstances.
3. MEMBER OF STAFF to read the relevant documentation in the 'Resources' section of Evolve. Please note there is specific guidance covering acts of terrorism or threats
4. If a MEMBER OF STAFF has any concerns they must ask for support from the Head teacher.

All staff/volunteers on the trip must read and understand the risk assessments completed and follow in the event of a Critical Incident.

### **Before the school trip**

1. Consider increasing supervision ratios from normal arrangements in light of current circumstances/events. If for example small groups of older students are allowed to spend short periods of time indirectly supervised by staff, consider removing this additional freedom
2. Stay alert to local and national news before and during. In the UK, know the current threat level (available at: [www.mi5.gov.uk/home/the-threats/terrorism/threat-levels.html](http://www.mi5.gov.uk/home/the-threats/terrorism/threat-levels.html)). When travelling abroad check the FCO website [www.fco.gov.uk](http://www.fco.gov.uk) in the early stages of visit planning, at regular intervals and immediately prior to leaving. You might consider downloading their 'app'.
3. Revisit the original risk assessment in the event of a change of circumstances to your destination leading up to and just before trip.
4. Carefully consider the relative benefits of visits to religious or political venues and events that could be considered higher risk
5. Consider the threat of terrorism as part of visit risk management and include it within visit emergency plans.

When visiting a major city, venue or event, where the risk of attack may be greater, consider within your planning:

- Possible safe areas or venues, near where you intend to be, that you could use as an emergency shelter.
- How to minimise waiting time at busy transport venues.
- How you would get away in an emergency, bearing in mind that the direct route and planned transport might no longer be an option. Are you aware of alternatives and can you access emergency funds to pay for them?
- The possibility of an enforced overnight stay and what this might entail – for example do you need a reserve of any critical medication?
- How the leadership team might manage an enforced group split.
- Assess the needs of SEND students and their ability to react and respond to dynamic situations

6. Communicate openly with students and parents in advance to reassure them that safety is the priority and has been carefully considered by the organisers. Provide contact details of visit leaders for them to contact during trip
7. Consider changing either the date or visit location to a time or location that carries less risk
8. Inform students of the 'Stay Safe' principles: 'Run, Hide, Tell' and know what to expect if you encounter armed response officers

### **STAY SAFE : Terrorist firearms and weapons attacks**

Firearms and Weapons attacks are rare in the UK. The 'STAY SAFE' principles tell you some simple actions to consider at an incident and the information that armed officers may need in the event of a weapons or firearm attack:

#### Run

- Escape if you can.
- Consider the safest options.
- Is there a safe route? RUN if not HIDE.
- Can you get there without exposing yourself to greater danger?
- Insist others leave with you.
- Leave belongings behind.

#### Hide

- If you can't RUN, HIDE.
- Find cover from gunfire.
- If you can see the attacker, they may be able to see you.
- Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal.
- Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls.
- Be aware of your exits.
- Try not to get trapped.
- Be quiet, silence your phone.
- Lock / barricade yourself in.
- Move away from the door.

#### Tell

- Call 999 - What do the police need to know?
- Location - Where are the suspects?
- Direction - Where did you last see the suspects?
- Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
- Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
- Stop other people entering the building if it is safe to do so.

#### Armed Police Response

- Follow officers' instructions.
- Remain calm.
- Can you move to a safer area?
- Avoid sudden movements that may be considered a threat.
- Keep your hands in view.

Officers may

- Point guns at you.
- Treat you firmly.
- Question you.
- Be unable to distinguish you from the attacker.
- Officers will evacuate you when it is safe to do so.

You must STAY SAFE

- What are your plans if there were an incident?
- What are the local plans? e.g. personal emergency evacuation plan.

### On the school trip

1. Issue students with guidance to follow in the event of a critical incident.
2. Issue students with emergency cards which have:
  - Trip leader name
  - Emergency number
  - School phone number
  - School email address
  - School twitter account
  - Accommodation address and phone number
  - In the language of the country you are visiting 'Please can you help, I am part of a school trip, I need to return to my hotel.'
  - On foreign trips the number of the British Embassy
  - On foreign trips the number of emergency services in that country
  - Space to write in their home land line phone number
  - Their name
  - Any medical conditions they have
3. Collect the students and staff mobile phone numbers for the trip. Explain (and do) that you will be placing these in confidential waste at the end of the trip. This is for safety purposes only.
4. Remind students to remain vigilant and alert, reporting anything suspicious to the trip leader
5. Remain alert to more 'usual' crime since this remains far more likely than terrorism
6. Brief participants in advance that if they are caught up in a security situation, that they should try and get away as quickly but safely from the immediate vicinity as possible, leaving baggage or other belongings behind
7. Brief participants in advance to follow instructions of police or security forces at all times, being mindful that they may be armed and appear more intimidating than they are used to. Officers might be extremely forceful, direct and may even point weapons directly at them and others
8. Brief participants what to do if separated from each other in the event of a security incident. This should include:
  - designating specified physical meeting points and contact telephone numbers for staff. Remember that mobile phones may not work in the immediate hours after an incident so it is additionally important to designate a meeting location. Consider use of telephone boxes where they still exist for contacting the school or office. Phone networks were blocked by police in London following the 2005 7/7 attacks but were deliberately maintained by the French police in Paris November 2015
  - Data-based communication services such as WhatsApp might work even when voice calls don't so consider setting up a trip-specific WhatsApp group for communicating in an emergency

9. Provide all participants with a printed emergency contact card with the school's or office's landline telephone number on it and provide space for them to write down their own home landline number and their accommodation address.
10. Leaders should carry a spare mobile phone (if possible on a different telephone network to the other handset) and spare battery or auxiliary charger. Simple items like a notebook, pen and torch can be really useful too
11. Each Leader should carry a team list with all participant details, including medical conditions and next of kin noted
12. Tell students that if they are separated, to ask for assistance from a police officer or other security official and state that they are a part of a school group. Remind them that police and security forces may be very forceful with the public in the immediate vicinity of an incident: this is necessary until people's identities are confirmed
13. Carry water (not just fizzy drinks!) and snacks on visits in case of travel disruption and long delays, especially in warmer months or climates
14. Carry additional personal medication in case of long delays
15. Be additionally vigilant in crowded places such as shopping malls, travel hubs and sports stadia
16. At the start of the trip remind students of the 'Stay Safe' principles: 'Run, Hide, Tell' and know what to expect if you encounter armed response officers

#### STAY SAFE : Terrorist firearms and weapons attacks

Firearms and Weapons attacks are rare in the UK. The 'STAY SAFE' principles tell you some simple actions to consider at an incident and the information that armed officers may need in the event of a weapons or firearm attack:

##### Run

- Escape if you can.
- Consider the safest options.
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- Can you get there without exposing yourself to greater danger?
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##### Hide

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- Try not to get trapped.
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##### Tell

- Call 999 - What do the police need to know?
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- Stop other people entering the building if it is safe to do so.

#### Armed Police Response

- Follow officers' instructions.
- Remain calm.
- Can you move to a safer area?
- Avoid sudden movements that may be considered a threat.
- Keep your hands in view.

#### Officers may

- Point guns at you.
- Treat you firmly.
- Question you.
- Be unable to distinguish you from the attacker.
- Officers will evacuate you when it is safe to do so.

#### You must STAY SAFE

- What are your plans if there were an incident?
- What are the local plans? e.g. personal emergency evacuation plan.

#### **Managing a Critical Incident on a school trip**

In the event of a Critical Incident, staff must follow the guidance on managing a Critical Incident as explained on page 5. The safety and welfare of staff/student/visitor is paramount.

#### ***In the event of a security incident***

- If groups are caught up in a security incident, Leaders should attempt to keep everyone together whilst moving away as quickly as possible. Keeping together may be difficult and is ultimately less important than speed of action and staying safe. Staying low and even better, moving away whilst behind solid objects such as concrete barriers or buildings (as opposed to just parked cars) will provide good protection
- Once accounted for, follow guidance from the emergency services.
- Inform the schools emergency contact ASAP in order that a crisis team at the school can be established and can become a communication focal point and receiving area for next of kin and students upon return in schools. The school will notify parents.
- Arrange the group's return transport when the situation is sufficiently secure to do so. Parents should collect their children from school rather than travel to the incident location
- The school will communicate with parents and keep them informed via phone, text, social media, school website as appropriate.

#### ***In the event of an accident*** Staff at the scene will:

- Call Ambulance / Fire Service /Coastguard (999) attend to the casualty/ies.
- Account for all members of the party, safeguard the uninjured members of the group, moving them away from the immediate area.
- Preserve scene, only move items needed to get access to injured person(s).
- Ensure witnesses do not leave the scene until the Police/HSE have their details, take photographs
- Assess the situation; agree within party key roles where adult numbers allow to:
  - Ensure that the group are adequately supervised at all times and kept together.
  - Accompany casualty/ies to hospital.
  - Enable one informed adult to remain at the site of the incident to liaise with the emergency services until the incident is over and all children are accounted for.



- Arrange for an early return to base or to school ASAP.
- Ensure that all persons in the party are instructed not to speak to the media or communicate home or via social media to prevent uncontrolled release of information of those involved and legal liability (if necessary confiscate mobile phones or other electronic devices).
- Inform the school's emergency contact with details of nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom).
- Notify the Foreign & Commonwealth Office Consular Assistance Team +44 (0)20 7008 1500 if an emergency occurs abroad where their resources and contacts would speed up any response
- If the group in difficulty is part of a larger group, communicate incident to the other Group Leaders, if possible with the same communication restrictions.
- Document accurately all events, facts times, contacts, telephone numbers and witness details, fill out relevant incident report forms.
- The school will communicate with parents and keep them informed via phone, text, social media, school website as appropriate.
- Endeavour to keep the press away from distressed pupils.

SLT will:

- Follow the Emergency Contingency Plan. See separate document.
- Ascertain and organise assistance (medical assistance, repatriation, translators) required at scene of incident. Your insurance company and provider/tour operator should be able to assist. Consider whether additional support needs to travel to the scene (e.g. extra adults, counsellor).
- Contact the police (tel 101) to request support e.g. a Family Liaison Officers to contact the closest relatives/contacts of the deceased/injured party. This should be done before they become aware by gossip/press/social media. Advise them to come to the school if necessary.
- Allocate a telephone number for exclusive use for Incident Management outgoing calls
- Brief staff assisting Head Teacher and/or Base Emergency Contact on an agreed message/any onsite arrangement for parents/carers.
- Brief staff assisting Head Teacher and/or Base Emergency Contact on agreed clear, consistent communication to those not directly involved e.g. "We have not got the full details at the moment, there will be a press statement once we have got in touch with relatives and those directly involved".
- Appoint a member of staff to care for parents who are in or arrive at school in response to the incident.
- Refer any calls/interviews from press to Nicola Allan.
- Organise professional help/counselling from the Major Incident Response Team.
- Endeavour to keep the press away from distressed pupils.

## **7. Managing a Critical Incident outside of school's control**

Examples of Critical Incidents outside of schools control would be:

- Death or serious injury of a pupil or member of staff
- Epidemic in school or community
- A pupil missing from home
- A transport accident involving school members
- A disaster in the community

The principles offered on pages 2 to 5 should be followed in the event of such an event.

## 8. CONCLUSION

The prime objective is to serve the best interests of students and staff in coping with an incident, collectively and individually, given the very difficult and challenging circumstances anyone will be in during a critical incident. It is impossible to plan for every eventuality and by their nature, critical incidents will disorientate and overwhelm those involved.

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