



**Critical Incident Policy, Emergency Response and Business
Continuity Plan**

Agreed by Governors:

Headteacher Date.....

Chair of Governors..... Date.....

Contents:

Introduction Page 3

Critical Incident Team Page 4

List of potential incidents Page 5

Intruder page 5

Lockdown page 6

Serious injury in an out of school trip page 6

Terrorist attack or incident whilst children on an out of school trip page 6

Reporting death of a pupil or a member of staff page 8

Bomb threat page 9-12

Evacuation of school site page 13

COVID outbreak response page 13

Remote education plan page 14

Critical incident action overview page 15

Major emergency plan page 18

Emergency contact list pages 18, 19

Useful information/location of equipment page 20-22

Emergency implementation plan 23-35

Counselling services page 35, 36

Implementation page 36

Stand down and recovery page 37

Training plan/log page 38

Distribution list page 39

**Copies of this plan are held on the school site at the following location:
School Office**

Copies of this plan should be issued to relevant staff and be held at a secure place off site

Staff are informed of the contents of this Emergency Response Plan and relevant updates via - Staff meetings and group e-mails to all staff

1. Introduction

1.1 The handling of a crisis is a normal part of school life, but some incidents are of a critical more overwhelming nature and sadly in recent years incidents previously deemed unthinkable have occurred in schools in the UK. A critical incident is defined as a serious disruption arising with little or no warning on a scale beyond the coping capacity of the school operating under normal conditions and requiring the assistance of the emergency services and or the local authority or others.

1.2 This policy is our school's contingency plan designed to provide a framework for handling a critical incident, Emergency Response and Business Continuity Plan. The formulation of this policy is intended to clearly define the roles, responsibilities and procedures to follow for school staff dealing with such an incident. Each critical incident is unique and it is not possible to plan for every eventuality, but similarly each critical incident can be shocking and disorientating so a prepared procedure is essential to ensure that the school's reaction and approach is known to those who might have to confront this and thereby is effective and efficient.

1.3 The details contained within this document will form the basis of the school's approach to such a crisis. This policy must be the subject of at least one (preferably two) training sessions conducted to test the effectiveness of the school's response to a critical incident. This document has been prepared in conjunction with the London Borough of Waltham Forest Major Emergency Response Plan (MERP).

1.4 Co-ordinated support will be available to the school from the LA, and it will be almost inevitably be essential to contact the Police and the LA immediately.

2. Critical Incident Team

2.1 If the incident involves the police, they will take control of certain management issues and all staff or other external agencies involved must follow such direction.

A Critical Incident Management Team will comprise the following staff:-

| | |
|---------------------------------|--|
| Headteacher | Verity Carter |
| Deputy Headteacher(s) | Chloe Alder |
| Senior Managers | Gillian Hart – School Business Manager Jessica Mendelssohn – Assistant Head |
| Site Premises Staff | Farouk Khiar |
| Educational Visits Co-ordinator | Verity Carter Headteacher |
| First Aider(s) | School staff trained September 2020 |
| Work Experience Co-ordinator | Jess Mendelssohn AHT EYFS |
| Special Needs Co-ordinator | Parisa Angeletos SENDCo |

| | |
|---|---|
| Other members of staff/ Governing Body | Debbie Strowbridge – Chair of Governors |
|---|---|

3. Potential Incidents

Potential incidents which could affect George Tomlinson Primary School are considered to be:-

- Fire (see Health & safety policy)
- 1. Intruder
- 2. Lockdown of school
- 3. Serious injury to pupil or staff whilst on a school visit
- 4. Terrorist attack/incident whilst children out of school on trip
- 5. Death of a pupil or member of staff
- 6. Bomb threat
- 7. Evacuation of the school site
- 8. Closure of school due to COVID outbreak

1. Dealing with Intruders

It is the duty of the reception staff to ensure that all visitors who might subsequently be admitted to the interior of the school have appropriate and clearly visible identification displayed on their person. School identification will only be issued when the receptionist dealing with the person seeking access is satisfied to a high standard that the person seeking such access has legitimate business within the school premises. Where there is any doubt whatsoever about the legitimacy of a person's need to access the interior of the school then that person must not be granted access until proof is received of their identify and purpose. It shall be the normal rule that any person entering the school who is not a staff member or governor is accompanied throughout their time on the school by a member of staff.

Any member of staff or governor in the school must ask if they may help a person unknown to them and who is not wearing a visitor's badge or a form of identification provided by their employer and approved by the school, e.g. contractor's badge. If it becomes clear that the person is a trespasser, they should be asked to leave by the member of staff who has identified them and ordinarily escorted to an exit and seen to leave the premises; the Headteacher and other nearby staff should be notified immediately. If the trespasser refuses to leave or causes a nuisance, the Headteacher or other member of staff should call the police immediately and should make a judgment as to whether they inform the person of their intention.

2. Lockdown of school

In the event that an intruder were to get past our security system and into school staff will be informed via the LOCKDOWN alarm which repeats the word LOCKDOWN through the tannoy. This will advise staff to return to their classrooms, lock their door, turn off the lights, shut the windows, close blinds and instruct children to get under their desks. Immediately following the lockdown announcement the police must be notified of the developing incident. The all-clear is given by the cessation of the voice. Any adult or child in corridors or toilets at the time must find the nearest room to hide in and lock the door if possible. If in the toilet, remain there with the door locked. Pupils in the playground can be led out of the nearest exit to safety if applicable.

3. Serious injury on an out of school visit

The school has a number of mobile phones; one must be taken on school trips. If the trip leader has his/her own mobile phone there will be no need to take a school one. Where a serious injury occurs to a child the trip leader must take immediate action to notify the necessary emergency services immediately and his or her primary concern must be the well-being of the injured child and the safety of the other children on the trip. The trip leader will then communicate directly with the Headteacher. The Headteacher or Deputy will be responsible for notifying the parents of the injured child(ren) involved and updating them of the situation. The Headteacher or Deputy will keep the Chair of Governors closely informed of the situation.

If the serious injury on the trip occurs to the trip leader or the accompanying trip adult the uninjured adult has responsibility for assuming the role of the trip leader.

Initial Actions by Trip Leader for the School

The Trip Leader* who is travelling with the group should contact the Schools Party Duty Officer, who in this case will be the Educational Visits Coordinator (EVC) or the Headteacher in their absence and should provide them with the following information:

*Other suitable person if Trip Leader unavailable

- Full Name
- Contact telephone numbers
- Name of the Group involved
- Nature of the incident
- If a fatality is involved, is it confirmed, and by whom?
- Full name(s) and ages of the injured
- Nature of injuries
- Whether local emergency services have been informed/ are responding.
- Whether any next of kin have been informed

The school should escalate the issue to the Director of Children Services or the Council's Duty Emergency Planning Officer (Duty EPO) if appropriate

Initial Actions by Party Duty Officer* for the School

* or other relevant person as noted above

| | | | |
|--|-----------------------|-------------------|---------------------------|
| 1. Maintain a written record of your actions using this pro forma. Start a log (See Appendix 10) | | | |
| 2. Offer reassurance and support. Be aware that all involved in the incident, those at the school and you, may be suffering from shock or panic. | | | |
| 3. Follow the following prompts to record what has happened. | | | |
| Who informed you of the incident? (usually the Party/ Group Leader) | | | |
| Name: | Status: | Telephone number: | Additional Tel number(s): |
| | | | |
| Name of group involved | | | |
| Location and exact nature of incident | | | |
| Is a fatality involved? Confirmed? By whom? | | | |
| People affected | Full Name(s) & Age(s) | | Exact nature of Injuries |
| | | | |
| Local emergency services informed? | | | |
| Next of kin informed? If so, how? | | | |
| Any contact with British Embassy? | | | |

| | | | |
|--|----------|----------|--------------|
| Any contact with Foreign and Commonwealth Office? | | | |
| Any contact with Red Cross? If relevant (British Red Cross may be able to link into the Red Cross for the Country concerned who may be able to support with locating of missing persons and welfare. | | | |
| Depending on the scale of the incident, consider assembling a School Incident Management Team to assist with the response. | | | |
| Where are the affected people / where will they be taken to | | | |
| Names and locations of hospitals involved | | | |
| Number of people on the visit | Students | Teachers | Other adults |
| | | | |
| Arrangements for students not directly involved in the incident | | | |
| Any ongoing risk? (i.e. conflict still occurring) | | | |

Reporting to the LA

Whenever a child dies in England, there is a statutory process required of all schools to submit information via a 'Form A' to the Child Death Overview Panel (CDOP), a multi-agency panel. This process should occur as a matter of urgency as soon as the death is known about.

If you hear about a child death, report to the Headteacher immediately who will visit the link below and complete the **Form A** as an 'Expected death' or an 'Unexpected death' and **submit directly online:** <https://www.ecdop.co.uk/walthamforest/Live/public>

If any staff involved would like help, support and advice, please call The Lullaby Trust [bereavement support line](#) on 0808 802 6868 or WF information line on 0808 802 6869. Both are open to professionals as well as parents.

Useful Links

- Information for GPs <https://www.bma.org.uk/advice/employment/gp-practices/service-provision/the-child-death-review-process>
- Lullaby Trust <https://www.lullabytrust.org.uk/professionals/supporting-bereaved-families/>
- Child Bereavement UK <https://childbereavementuk.org/>

If you need further information, please contact cdop@walthamforest.gov.uk / **020 8496 3691**.

The extent of involvement of pupils and parents will depend on circumstances and the exercise of judgment by the Headteacher.

The Police will be responsible for notifying the parents of a child's death and the Headteacher or other delegated member of staff should contact the parents of the survivors to inform them of the safety of their child. They should be careful, despite understandable requests from the parents of the uninjured, not to disclose the identity of the dead or injured child. First information on this must be disclosed to the parents of the dead or seriously injured child by the police. In the Headteacher's absence the Headteacher's responsibilities under this section will pass to either the Deputy Head teachers or, in exceptional circumstances, the Chair of Governors.

The Pastoral Care System within the school will be activated to respond to the needs of children suffering a loss, and the Headteacher will activate any appropriate support Social Services can provide alongside our in-school Wellbeing and Counselling service where appropriate.

6. Bomb Threats

Such a threat will be evaluated by the Headteacher in consultation with the police and the response in school will follow the same procedure as for a Fire Practice. Should the nature of the bomb threat preclude evacuation into the playground the Headteacher will direct a whole school evacuation to the park.

BOMB THREAT

DEFUSING THE THREAT

- Encourage your staff to be alert at all times for suspicious objects and people- both inside and outside your building.
- Always ensure that details of the premises key holders are kept up-to-date and are available to the Council's Emergency Service.
- Try and reduce the number of places in which a bomb could be concealed. Lock all cupboards and unused rooms. Do not let rubbish accumulate and do not let shrubbery become overgrown.

1. If you find a suspicious package:-

- You should evacuate the premises to a predetermined assembly area at least 150 meters from the building and out of its line of sight
- Inform the police by dialling 999
- Doors and windows should, whenever possible, be left open
- Lights should be left on to assist any subsequent search
- The person finding the suspicious object should be available immediately for interview by the police

2. The Telephone Threat

- Obtain as much information from the caller as possible. A checklist of the action to be taken by anyone receiving a threatening call is attached. It should be completed by whoever received the bomb threat. It may assist police to trace the caller as well as locate the bomb.
- You will need to make an assessment of the call and decide to
 - i) evacuate the building immediately or
 - ii) search first before considering evacuation.
- Notify the Police and Local Authority immediately. They will advise you on searching, evacuation and re-occupation.

3. Re-occupation

- When you have evacuated without a search and no explosion occurs, you will in due course have to consider re-occupation.
- Do not allow staff or the public to return before the building has been thoroughly searched (if a time of explosion was given over the phone, you must allow at least 30 minutes to elapse before undertaking a search.

ACTION CHECKLIST FOR ANYONE RECEIVING A TELEPHONE BOMB THREAT

*If possible immediately alert someone else (so that the Site Manager can be informed) But **DO NOT PUT DOWN THE HANDSET OR CUT OFF THE CONVERSATION.***

Obtain as much information as you can.

Try to keep the caller talking (apologise for bad line, ask him to speak up.)

Complete this form as you go along, asking questions in sequence as necessary. MESSAGE (exact words)

Where is it? _____

What time will it go off?

What does it look like?

What kind of bomb is it?

(type of explosive)

Why are you doing this?

Who are you? Name :

Address :

Time of call:

**WHEN THE CALL HAS FINISHED GIVE THIS FORM TO THE HEADTEACHER, WHO WILL
DECIDE WHAT TO DO. THE MORE INFORMATION YOU GET, THE EASIER IT WILL BE TO
DECIDE WHETHER THE WARNING WAS GENUINE OR NOT.**

COMPLETE THE FOLLOWING AS SOON AS PRACTICABLE

DETAILS OF CALLER

Man ----- Woman----- Child -----
Old/Young ----- Not known -----

SPEECH

Intoxicated----- Rational ----- Rambling -----

Speech Impediment ----- Laughing -----

Serious ----- Accent -----

Was the message read or spontaneous ? -----

DISTRACTIONS

Call box pay tone or coins

Any noise on the line? -----

Operator ----- Interruptions -----

Anyone in background? -----

OTHER NOTES

Traffic ----- Talk ----- Typing ----- Machinery -----

Aircraft ----- Music ----- Children ----- Other -----

Person receiving call -----

Number of telephone on which call was received.

7. Evacuation of the school site

In the event of a fire which prevents us using the playground for a muster point we will evacuate to the field. Children will walk in lines following the instruction of their teachers in a calm manner up Vernon Road. SLT will stop traffic at all roads to enable this. Registers will be taken with us by the Headteacher and a roll call established when safely in the park. Head counts will have been done by teachers in advance of leaving the building where possible to establish that the full complement of children is accounted for before the evacuation commences.

If we need to go to another safe building we would walk to either Gwyn Jones Primary School or Mayville Primary school dependent upon the location of the incident/fire. The Headteacher would be responsible for making the decision about relocation and would communicate this to all staff.

Contact with the Media

If circumstances lead to media involvement, the Headteacher will in the first instance contact the LBWF Press Team before issuing anything and access their Crisis Communication support. The Headteacher will then be responsible for issuing an agreed statement. No statement will be issued until the parents/carers of pupils involved have been informed. In the event of the Headteacher not being available, it will be the responsibility of the

designated Deputy Headteacher or the Chair or Governors. No other member of staff should communicate with the press. Any other requests for information should be referred directly to the Headteacher.

8. School closure or bubble closure due to COVID outbreak

Process in the event of local outbreaks

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice.

COVID symptoms in school

If a child receives a positive COVID test the SLT will immediately inform the local Public Health England team and the DfE hotline. The child/ren will be sent home and the SLT will discuss with PHE whether or not the bubble as a whole needs to isolate. *(see COVID response flowcharts in appendices for what to do if a child or adult contracts COVID symptoms)*

Communication of school closure

Parents will be communicated to immediately via usual channels of Group Call, website and social media. Posters about closure will go up around the school site. SLT will remain on site until all pupils have gone home.

SLT and SBM, SSO would work to close the school securely for a period.

Headteacher and SLT will communicate with teaching staff either verbally or via Group Call and email. Headteacher will work with SLT to consider best use of additional staff who are not setting work for children to best benefit the pupils.

Communication of bubble closure

Parents will be communicated to immediately and asked to collect their children. The area will be deep cleaned and cordoned off. A formal letter from PHE will be amended by the Headteacher and emailed home. It will contain the isolation dates and NHS advice within it.

Home Learning

Our home learning plans would be picked up immediately and Class Dojo would be used to set work, communicate with classes, give feedback and stay in touch with children and their families. Teachers and SLT will use a mix of videos, messages and images to communicate, set work and give daily feedback. *(See Remote Learning Policy)*

Contingency plans for outbreaks

For individuals or groups of self-isolating pupils, remote education plans will be implemented. These will meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19).

In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.

Remote education support

Where a bubble need to self-isolate, or there is a local lockdown requiring pupils to remain at home we will provide:

- A curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- Access to high quality remote education resources
- Class Dojo as the tool for communicating with parents and children, set work and give feedback
- Printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

When teaching pupils remotely, we will:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teacher.
- We will avoid an over-reliance on long-term projects or internet research activities.

Critical Incident Action

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

IMMEDIATE ACTION – i.e. within hours of the incident occurring

- Obtain and collate information relating to the incident – uncertainty breeds rumour and accurate information is essential;
- Gather and brief the CIMT (Critical Incident Management Team) – brief the team, allocate roles and responsibilities;
- Trigger support from the LA and other contacts on emergency list – establish clearly who is going to contact whom;
- Set up an incident management room and dedicated phone line – to deal with calls from anxious parents etc. CIMT should agree a factual statement and avoid speculation;
- Contact families affected – 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;
- Make arrangements to inform other parents – may need to take advice from LA, especially if there is the possibility of legal liability. CIMT may wish to send a letter to parents, or prepare a leaflet.
- Inform teaching and other school staff – staff need to be cautioned about 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.
- Inform pupils – can be done in small or large groups depending on which are 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.
- Encourage people involved to talk – the incident may need to be discussed before children go home for the day, for both pupils and adults.
- Deal with the media – most important to seek advice from LBWF 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.
- 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.

SHORT TERM ACTION – the next stage

- 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 to deal with repercussions in terms of children’s fears etc.
- 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 may become tired, weary and upset and this affects their powers to make sensible decisions.
- 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.
- Debriefing meeting – it may be appropriate to hold a debriefing meeting for staff, children and parents to:
 - clarify what has 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.

- Formal and informal recognition of 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.
- 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 re-establishment of routine is an important stage in emotional recovery.

MEDIUM TERM ACTION

- Return to school for staff or children 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.
- Consulting professionals – consideration should be given to consulting the Educational Psychology Service for support and guidance, especially to help those showing unusual or prolonged reaction to the incident.
- Keeping parents informed – it may be appropriate to produce a leaflet for parents giving guidance on the possible delayed reactions of children to an incident and making suggestions to help them deal with these.

- 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

- Monitoring the vulnerable – the effects of a crisis can reverberate for years, and it is especially important that new staff and children are briefed in the school's history to help them understand and deal with potential repercussions especially at anniversary times.
- 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 ...
- 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.
- Curriculum implications – it may be appropriate to schedule INSET training for staff in loss counselling, bereavement etc.

CONCLUSION

The prime objective, shared between the school and LA, is to serve the best interests of pupils and staff in coping with an incident, collectively and individually. Schools that have made contingency plans for responding to a critical incident are likely to cope better and recover more fully.

This policy has been compiled to provide guidance and a clear plan of action for those who have to manage such an incident. It is impossible to plan for every eventuality and by their nature critical incidents will disorientate and overwhelm those involved. A format for a whole school response to such an incident will provide focus for those with whom the responsibility will rest.

Individual roles and responsibilities are outlined below.

In case of Major Emergency:

The staff member witnessing or first discovering the emergency situation will be responsible for initiating the immediate response to the threat. This may involve:

- Summoning help/ calling emergency services (dial 999)
- Taking charge of the scene until further support arrives
- Securing immediate welfare of pupils and staff eg through shelter or evacuation
- Alerting Headteacher, Deputy Head or most senior member of staff in their absence
- Logging relevant information eg location and time of emergency, details of persons involved, summary of events, etc.

| EMERGENCY CONTACT LIST | |
|---|---|
| Headteacher Ms Verity Carter - 07841203830 | |
| Deputy Headteacher Chloe Alder 07841203330 | |
| Chair of Governors Debbie Strowbridge 07872 027703 | |
| School Business Manager Gill Hart 07538 581152 | |
| | |
| | |
| | |
| | |
| EMERGENCY PLANNING RESPONSE NUMBERS | |
| Emergency Services | 999 |
| Waltham Forest Direct 24/7 | 020 8523 4221 Or 496 3000 |
| And ask to be put through to the Borough Emergency Control Centre. | |
| Schools Organisation and Development Unit (SoPD). | 020 8496 3543/3512/3543 |
| Children Services Business support Section | 020 8496 3593/3596 |
| Health and Safety Team | 020 8496 3408/3413/6931/3259. Mobile: 07772 141210 |
| Gwyn Jones Primary School | 020 8556 7904 |
| Mayville Primary School | 020 8539 5907 |

Once the initial alert has been made, consideration must be given to who else should be informed eg school governors, parents/carers etc. It is imperative that contact details are maintained (including out of hours) and be readily accessible.

A cascade system of alerting relevant persons should be considered as this allows information to be distributed quickly by several people.

Emergency Telephone/Mobile Phone/Fax/email /address list or location where information is held:

Details for staff, pupils and parents are held on SIMS

Contact details for others are held in a separate document on the school system in the shared drive under H&S

| | |
|---|-------------------------|
| Teachers 2 Parents (text messaging service) | 0845 3885505 |
| List of school staff | Held offsite |
| List of pupils | Held offsite |
| List of governors | Held offsite |
| Ambulance | 999 |
| Fire Service | 999 |
| Police | 020 8556 8855 |
| Bank - Lloyds | 0845 072 5555 |
| Building Consultancy - NPS | 020 8523 6262 |
| Catering facilities – Waltham Forest Catering | 020 8496 8268 |
| Counselling services – LBWF | 0800 243 458 |
| Electricity supplier - EDF Energy | 0845 300 4903 |
| Fire Alarm – Multi Alarm | 01179 555301 |
| Gas supplier – Kent County Council | 01622 605353 |
| Generators | |
| Glaziers | 07802 972459 |
| Health & Safety Unit (LBWF) | 020 8496 3408/6931/3413 |
| ICT Support – SBS Helpdesk | 0845 300 8179 |
| ICT Support – SBS Helpdesk | 0845 300 8179 |

| | |
|---|--------------------|
| Insurance & Risk Manager (LBWF) | 020 8496 4289/4698 |
| Intruder Alarm – Ace Alarm | 020 8532 0666 |
| Other local school - Jenny Hammond | 020 8519 3977 |
| Press & Publicity (LBWF) | 020 8496 4202/4859 |
| School Organisation & Development (SOPD) LBWF | 020 8496 3548/3505 |
| Strictly Education – Client Services | 0845 873 1333 |
| Water Authority – Thames Water | 0845 920 0887 |

Useful Information:

School Grab Pack - Old Headteacher’s office

Contents of Grab Pack to include:

- **High Visibility vests/ ID badges**
- **School Emergency Plan**
- **Pen/Paper/Clipboard/blank log sheets**
- **Local map**
- **A4 school plan**
- **List of essential contact numbers**
- **Torch**
- **Whistle**
- **Small radio receiving AM/FM**

A large-scale map showing nearest:

- Public telephones
- Police, fire, ambulance stations
- Accident and Emergency Hospital
- Alternative parking facilities

Can be located at:

A small-scale site plan of the school showing:

- Fire call points
- Fire assembly locations
- Fire hydrants
- Chemical stores
- Electricity, gas and water services cut off points

Can be located at:

Useful information

ICT server is located:

On the Year 3 corridor, on the first floor of the school building

ICT systems are backed up daily via: automatic back up - Atomwide

Relevant back-ups of all computer records are kept off site via: Gridstore

The assets register record is kept off site via: Emailed version

The school manages Educational Visits via: Evolve

A list held in the school office of those who are out of school on educational visits

The school manages Work Experience Placements via:

The school does not have pupils out on work experience

Lettings arrangements are organised and managed via: Kadjma, Gill Hart SBM and Farouk Khiar SSO

The school arrangements for dealing with the threat of flooding are as follows:

To take advice from the local authority on the most appropriate arrangements. If there is a severe flood warning issued by either the local authority or the Government Agency, the procedures outlined above for inclement weather should be followed. It may be appropriate to turn off electricity supplies and take other appropriate action to protect the building as advised

Off Site Evacuation Plan

Although it may be unprecedented for a whole school site evacuation, Senior Managers and staff recognise the possibility and have drawn up the following contingency arrangements to implement this scenario:

Transport details:

- Local buses
- London underground – Leytonstone Station (Central line)
- Overground – Leytonstone High Road
- From Stratford station – DLR and Jubilee Line
- Alternative location(s) details
 - As a community school, Waltham Forest Council would be responsible for facilitating alternative accommodation as part of a Major Emergency Response Plan

- Pupil supervision/registration arrangements
Pupils to remain with school staff until parents have been contacted and arrangements made for pupils to be collected, or whichever alternative arrangements parents deem necessary in the circumstances. Registers will be held by the class teacher or a member of the office staff (depending on the circumstances of the emergency)
- SEN/Medical needs arrangements and support
 - All details of medical needs of children, along with any necessary medication, are held in the medical room. A member of the office staff would be responsible for collecting this from the medical room
- There is currently a child in Year Y4 in a wheelchair who has mobility problems and her 1:1 is responsible for her safety
- Staff liaison with Children Services Business Support Section
 - The SSO or Business Manager will liaise with the section as appropriate
 - School Grab Pack locations – Old Headteacher’s Office
- Communications/liaison arrangements with BT/Network supplier
 - Gillian Hart is responsible for liaising with SBS, the school’s network provider
 - Gillian Hart, Business Manager, is responsible for liaising with BT in respect of the phones
- Contact with Waltham Forest Insurance Sections to arrange mobile classrooms, etc.
 - This is the responsibility of Farouk Khair SSO and/or Gillian Hart, Business Manager

School arrangements to supervise pupils beyond normal school hours due to an emergency situation are as follows:

As detailed above, pupils to remain with school staff until parents have been contacted. All staff that can will be requested to stay. All leadership Team members will stay.

School arrangements to respond to emergency situations outside working hours are as follows:

SSO and SENDCo are the main key holders and they will contact senior members of staff and the local authority so that the emergency can be responded to in the most appropriate way

Emergency in School - Implementation

Initial Response - Ongoing Response - Recovery

This is not an exhaustive list of actions; the Headteacher or nominee and the IMT should continue to consider their response with the aim of returning the school to normality as quickly as possible.

Incident Manager

| Ref' | Incident Manager - Initial Response | Tick / Sign / Time |
|------|--|--------------------|
| IM1 | Establish a basic overview of the incident. | |
| IM2 | If the incident has occurred on an educational visit: <ul style="list-style-type: none"> • Liaise with the educational visit leader on a regular basis • Consider sending extra staff to support the educational visit leader • Discuss with the educational visit leader the arrangements for notifying parents / carers • Consider how parents / carers and students will be reunited. | |
| IM3 | Decide upon the type of response required (course of action/ plan). Use Appendixes for support. | |
| IM4 | Identify IMT Co-ordination Room. | |
| IM5 | Assign roles to IMT and agree priorities. | |
| IM6 | Liaise with the police, fire and ambulance services, Waltham Forest Council, and other agencies as applicable. Act as the main contact to co-ordinate response and give your contact details. Your primary point of contact for Waltham Forest Council should be the Director of Children Services. | |
| IM7 | In liaison with Police decide the most appropriate method of contacting relatives of students / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next-of-kin. | |
| IM8 | Ensure all staff maintain a log of actions and decisions. | |
| IM9 | Identify who will record staff personal and school costs and collect incident logs. | |
| IM10 | Refer to Appendix 11 to ensure all services considered. | |

| Ref' | Incident Manager - Ongoing Response | Tick / Sign / Time |
|------|--|--------------------|
| IM11 | Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations. | |
| IM12 | Continue to allocate tasks amongst the IMT. Work closely with the IMT to co-ordinate their actions and help to resolve any complications or difficulties that arise. | |
| IM13 | If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns. | |
| IM14 | Consult with the police and the person responsible for liaison with the media (Communications Officer) about the release information. | |

| Ref' | Incident Manager - Ongoing Response | Tick / Sign / Time |
|------|--|--------------------|
| IM15 | Ensure that regular briefings are given to: <ul style="list-style-type: none"> • Staff • Students • Parents / carers • Governors • Extended services. | |
| IM16 | Work closely with the Communications Officer to provide regular briefings to the media. Seek support from other organisations if necessary. | |
| IM17 | Check that everyone who should have been notified of the incident has been informed. | |
| IM18 | In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible. | |
| IM19 | Seek advice on legal and insurance issues, if appropriate. | |
| IM20 | If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire Brigade. | |
| IM21 | Ensure the continued welfare of the staff responding to the incident. | |
| IM22 | Be prepared to be interviewed by the press if necessary. | |

| Ref' | Incident Manager - Recovery | Tick / Sign / Time |
|------|---|--------------------|
| IM23 | Act as the main contact for the recovery process. Continue to allocate tasks amongst the IMT and other staff. | |
| IM24 | Ensure that post incident support is available to all who may require it (see page 36). | |
| IM25 | Work closely with the SBM in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate. | |
| IM26 | Complete any necessary forms / paperwork. | |
| IM27 | Arrange a debrief for school staff involved in the response. | |
| IM28 | Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Borough Resilience Forum). | |
| IM29 | Initiate a review of the school emergency plan. | |
| IM30 | Consider contacting the Headteachers of nearby schools to inform them of any important issues relating to the incident. | |

Deputy Incident Manager

| Ref' | Deputy Incident Manager - Initial Response | Tick / Sign / Time |
|------|--|--------------------|
| DM1 | Respond to the directions of the Incident Manager. | |
| DM2 | Support/ assist the Incident Manager <ul style="list-style-type: none"> • Lead on some of the IM tasks • Gather information • Co-ordinate staff | |

| Ref' | Deputy Incident Manager - Ongoing Response | Tick / Sign / Time |
|------|---|--------------------|
| DM3 | Co-ordinate and manage staff in the Incident Management Team. | |
| DM4 | Monitors staff welfare and organise staff roster. | |
| DM5 | Undertake role of incident manager in the absence of the Headteacher. | |
| DM6 | Keep a comprehensive incident log. | |

Parent/ Carer Liaison Officer

| Ref' | Parent/ Carer Liaison Officer - Initial Response | Tick / Sign / Time |
|------|--|--------------------|
| LO1 | Respond to the directions of the Incident Manager or Deputy. | |
| LO2 | Identify students who may require additional support: <ul style="list-style-type: none"> • Those with Special Educational Needs (SEN) • Those with medical needs • Those with Personal Emergency Evacuation Plans (PEEPs) • Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident). | |
| LO3 | Establish arrangements to meet the welfare needs of students, staff, parents / carers, visitors and responders. | |
| LO4 | Provide a point of contact for parents/ carers. | |
| LO5 | Advise parents/ carers and provide information. | |

| Ref' | Parent/ Carer Liaison Officer - Ongoing Response | Tick / Sign / Time |
|------|---|--------------------|
| LO6 | Maintains regular contact with parents/ carers where appropriate. | |
| LO7 | Keep a comprehensive incident log. | |
| LO8 | Arranges on-site co-ordination of visiting parents/ carers. | |
| LO9 | Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident. | |

| Ref' | Parent/ Carer Liaison Officer - Ongoing Response | Tick / Sign / Time |
|------|--|--------------------|
| LO10 | Make arrangements for reuniting students with their parents / carers. Ensure that a member of staff is present to meet and greet them. | |
| LO11 | In groups as small as practicable, inform students about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support students. | |
| LO12 | Where possible, every child should to be spoken to, and asked if they are alright, before they leave school. | |
| LO13 | Take account of religious and cultural factors. Consider contacting religious leaders within the community for support. | |
| LO14 | Ensure that staff take regular rest periods. | |

| Ref' | Parent/ Carer Liaison Officer - Ongoing Response | Tick / Sign / Time |
|------|--|--------------------|
| LO15 | Work with school staff and other organisations to restore the usual school routine as a matter of urgency. | |
| LO16 | Complete any necessary forms / paperwork. | |

Communications Officer

| Ref' | Communications Officer - Initial Response | Tick / Sign / Time |
|------|--|--------------------|
| CO1 | Respond to the directions of the Incident Manager or Deputy. | |
| CO2 | Act as the point-of-contact for media enquiries and emergency services communications officers (Police would manage all communications if the incident involved fatalities). | |
| CO3 | Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary. Line to be used for incoming calls only: 020 8509 9446 Line to be used for outgoing calls only: 020 8509 9440 If landline phones are down, we will make use of our 5 mobile lines reserved for external trips and as a last resort personal mobile phone lines if all five are being used. | |
| CO4 | Record a new message on the school answer phone if appropriate. Consider setting it to "answer only" mode. | |

| Ref' | Communications Officer - Initial Response | Tick / Sign / Time |
|------|---|--------------------|
| CO5 | Check that all available communications and office equipment are working in the designated Incident Management Room (control point). | |
| CO6 | Support staff with any communication needs they may have. | |
| CO7 | Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area). | |
| CO8 | Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests. | |
| CO9 | Ensure media access to the site, staff and students is controlled. Do not let the media onto the school site or give them access to students unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary. | |
| CO10 | Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site. | |
| CO11 | Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified. | |
| CO12 | Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role. | |
| CO13 | Be prepared to be interviewed by the media. | |

| Ref' | Communications Officer - Ongoing Response | Tick / Sign / Time |
|------|--|--------------------|
| CO14 | Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are. | |
| CO15 | Work with the Waltham Forest Council communications team to prepare media statements. | |
| CO16 | Gather information from the IMT, emergency services and other organisations as appropriate. | |
| CO17 | Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate). | |
| CO18 | Keep a comprehensive incident log. | |

| Ref' | Communications Officer - Ongoing Response | Tick / Sign / Time |
|------|--|--------------------|
| CO19 | Establish a central media point (Waltham Forest Council's corporate communications can assist with this). | |
| CO20 | Provides basic information about the school. | |
| CO21 | Co-ordinate with the Parent/ Carer Liaison Officer in ensuring regular information is provided to: <ul style="list-style-type: none"> • Students • Parents / carers • Governors • Extended services. | |
| CO22 | Liaise with the Incident Manager (Deputy) about contacting local radio stations. | |
| CO23 | Update the school answer phone on a regular basis. | |
| CO24 | Co-ordinate with the Parent/ Carer Officer in sending a letter (see Appendix 13) home to parents / carers. This could include information on: <ul style="list-style-type: none"> • What has happened • How their child was involved • The actions taken to support those involved • Who to contact if they have any concerns or queries. | |
| CO25 | Advise staff on where to direct media enquiries. Ask staff, students and parents / carers to avoid speculation when talking to the media. | |
| CO26 | Try to prevent the spread of misinformation (especially through the use of mobile phones). | |
| CO27 | In the event of a serious and protracted incident, seek support from the local authority they may be able to establish a helpline for enquiries from the public. | |

| Ref' | Communications Officer - Recovery | Tick / Sign / Time |
|------|---|--------------------|
| CO28 | Provide regular briefings to students and parents/ carers. | |
| CO29 | Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public. | |
| CO30 | Be aware of media interest in memorials or anniversaries of the event. | |
| CO31 | Assist the Business Continuity Officer in providing remote/ virtual learning. | |
| CO32 | Check that any information in the public domain (e.g. website, Facebook, Twitter content) is accurate and up-to-date. | |

Team Administrators

| Ref' | Team Administrators - Initial Response | Tick / Sign / Time |
|------|--|--------------------|
| TA1 | Respond to the directions of the Incident Manager or Deputy. | |
| TA2 | Attend IMT briefings. Keep a log of important information, actions taken and decisions made. | |
| TA3 | To collect the visitors log and present to the Evacuation Officer for roll call. | |
| TA4 | Operate telephone lines. | |
| TA5 | Ensure that each member of staff keeps an incident log. | |

| Ref' | Team Administrators - Ongoing Response | Tick / Sign / Time |
|------|---|--------------------|
| TA6 | Provide administrative / secretarial support to the IMT. | |
| TA7 | Relay incoming and outgoing messages. | |
| TA8 | Maintain a master log of key events and decisions made (as directed by the Incident Manager). | |
| TA9 | Keep accurate records of anyone admitted to hospital or treated by the emergency services. | |
| TA10 | Record details of any expenditure incurred by the school. | |

| Ref' | Team Administrators - Recovery | Tick / Sign / Time |
|------|---|--------------------|
| TA11 | Collate all incident logs, making copies if necessary. | |
| TA12 | Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry). | |

Evacuation Officer

| Ref' | Evacuation Officer - Initial Response | Tick / Sign / Time |
|------|--|--------------------|
| EO1 | Respond to the directions of the Incident Manager or Deputy. | |
| EO2 | Evacuate the buildings in accordance with the Fire/ Bomb procedures. | |
| EO3 | Open/ close parts of school as required, and turn off water, gas and electricity supplies if necessary | |
| EO4 | Receive the visitors log from a Team Administrator for roll call. | |
| EO5 | Ensure teachers have roll call registers for the students and staff. | |

| | | |
|-----|---|--|
| EO6 | Undertake a roll call. | |
| EO7 | Liaise with the IMT and report attendance numbers/ missing persons. | |

| Ref' | Evacuation Officer - Ongoing Response | Tick / Sign / Time |
|------|--|--------------------|
| EO8 | Maintain communications with the IMT following the roll call. | |
| EO9 | Keep a comprehensive incident log. | |
| EO10 | Relay incoming and outgoing messages. | |
| EO11 | Ensure access routes to site are secure and can be opened if necessary | |
| EO12 | Be prepared for off-site evacuation (if required) <ul style="list-style-type: none"> • Which buddy school allocated • Which route is safe • What order students will leave | |
| EO13 | Monitor the welfare of staff and students <ul style="list-style-type: none"> • Weather conditions (warm/ cold/ wet) • Psychological wellbeing • Medical needs • Food | |
| EO14 | Report any needs of evacuees to IMT | |

| Ref' | Evacuation Officer - Recovery | Tick / Sign / Time |
|------|---|--------------------|
| EO15 | Collate all records and logs, making copies if necessary. | |
| EO16 | Participate in any feedback and/ or debriefs. | |

Emergency Services Liaison Officer

| Ref' | Resources - Initial Response | Tick / Sign / Time |
|------|--|--------------------|
| ES1 | Respond to the directions of the Incident Manager or Deputy. | |
| ES2 | Ensure the emergency services can access / egress the school without hindrance. Prevent people restricting access by parking in unsuitable places. | |
| ES3 | Meet the emergency services when they arrive onsite – acting on behalf of the Incident Manager. | |

| | | |
|-----|--|--|
| ES4 | Advise the emergency services of any property related risks (e.g. asbestos, chemical stores, gas bottles, etc.). Having a map to point these out is recommended. | |
| ES5 | Advise the emergency services of any missing persons – post roll call feedback to IMT. | |
| ES6 | Advise the emergency services of any injuries, casualties or fatalities. | |

| Ref' | Resources - Ongoing Response | Tick / Sign / Time |
|------|---|--------------------|
| ES7 | Liaise with utility suppliers that arrive onsite. | |
| ES8 | Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school. | |

Teachers

| Ref' | Teachers - Initial Response | Tick / Sign / Time |
|------|--|--------------------|
| TL1 | Respond to the directions of the Incident Manager or Deputy. | |
| TL2 | Evacuate or shelter (lockdown) according to alarm/ announcement. | |
| TL3 | Insure all relevant first aid supplies and any medical related items are evacuated with the class. | |
| TL4 | Ensure roll call registers for the students are present. | |
| TL5 | Undertake a roll call. | |
| TL6 | Provide roll call feedback to the Evacuation Officer. | |

| Ref' | Teachers - Ongoing Response | Tick / Sign / Time |
|------|--|--------------------|
| TL7 | Relay incoming and outgoing messages. | |
| TL8 | Maintain supervision of students | |
| TL9 | Ensure the safety and security of students. | |
| TL10 | Monitor and report any welfare issues of staff and students <ul style="list-style-type: none"> • Weather conditions (warm/ cold/ wet) • Psychological wellbeing • Medical needs • Food | |
| TL11 | Ensure students are safely handed over to authorised parents/ carers | |

| | | |
|------|-------------------------------------|--|
| TL12 | Report any needs of evacuees to IMT | |
|------|-------------------------------------|--|

| Ref' | Teachers - Recovery | Tick / Sign / Time |
|------|---|--------------------|
| TL13 | Collate all records and logs, making copies if necessary. | |
| TL14 | Participate in any feedback and/ or debriefs. | |

Business Continuity Officer

Please refer to Appendix 11 for more information on business continuity arrangements.

| Ref' | Business Continuity - Initial Response | Tick / Sign / Time |
|------|---|--------------------|
| BC1 | Respond to the directions of the Incident Manager or Deputy. | |
| BC2 | Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> • Loss of utility supply • Loss of supplier • Loss of premises • Loss of personnel • Loss of telecommunications. | |
| BC3 | Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last. | |
| BC4 | Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary | |
| BC5 | Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary). | |
| BC6 | If appropriate, contact organisations which can assist in document restoration. | |

| Ref' | Business Continuity - Ongoing Response | Tick / Sign / Time |
|------|---|--------------------|
| BC7 | Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible. | |
| BC8 | Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required. | |
| BC9 | Work with the Communications Officer to ensure staff, students and parents / carers are informed of any changes to the school routine. | |
| BC10 | In the event of a public health incident (e.g. pandemic illness), consider ordering infection control supplies and increasing the cleaning regime. | |

| Ref' | Business Continuity - Recovery | Tick / Sign / Time |
|------|--|--------------------|
| BC11 | Work with school staff and other organisations to restore the usual school routine as a matter of urgency. | |
| BC12 | Put in place arrangements for remote learning, if necessary. | |
| BC13 | Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced. | |

Educational Visit Leader

| Ref' | Educational Visit Leader - Initial Response | Tick / Sign / Time |
|------|---|--------------------|
| EV1 | Ascertain the whereabouts of all students and staff. Ensure the emergency services are aware of anyone who is unaccounted for. | |
| EV2 | Contact the Headteacher (or nominated emergency contact/ Party Duty Officer) to ask for support. Remember to clarify international dialling codes if abroad. | |
| EV3 | Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene. | |
| EV4 | Establish arrangements to meet the immediate welfare needs of students and staff. | |
| EV5 | Identify students with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any students or staff with known medical conditions or requirements. | |
| EV6 | Ensure that a member of staff accompanies any students to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio. | |
| EV7 | Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made. | |
| EV8 | Keep a log of important information, actions taken and decisions made. | |

| Ref' | Educational Visit Leader - Initial Response | Tick / Sign / Time |
|------|--|--------------------|
| EV9 | Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> - Contact details - Consent forms (including medical and next-of-kin details) - Maps - Tickets - Insurance policies - Proof of identity - Passports (if abroad). | |
| EV10 | Avoid making comments to the media until parents / carers have been informed. | |
| EV11 | Do not discuss legal liability with others. | |

| Ref' | Educational Visit Leader - Ongoing Response | Tick / Sign / Time |
|------|---|--------------------|
| EV12 | Continue to assess any risks to students and staff. Take action to prevent further harm if necessary. | |
| EV13 | Act as the main contact for co-ordination of the response and work closely with the Headteacher / nominated emergency contact/ Party Duty Officer). Continue to liaise with the emergency services and other organisations. | |
| EV14 | Continue to brief staff and allocate tasks on a regular basis. | |
| EV15 | Monitor and reassure students. Make arrangements for the longer-term welfare needs of students and staff. | |
| EV16 | Consult the Headteacher (or nominated emergency contact/ Party Duty Officer) about arrangements for notifying parents / carers and reuniting them with their children. | |
| EV17 | Liaise with the tour operator / provider, if appropriate. | |
| EV18 | Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them. | |
| EV19 | If abroad, contact the Foreign & Commonwealth Office for support. | |
| EV20 | If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment). | |
| EV21 | Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> <input type="checkbox"/> Records of expenditure <input type="checkbox"/> Medical certificates / hospital admission forms <input type="checkbox"/> Police incident number. | |
| EV22 | Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified. | |

| Ref' | Educational Visit Leader - Ongoing Response | Tick / Sign / Time |
|------|---|--------------------|
| EV23 | Ask the Headteacher (or nominated emergency contact/ Party Duty Officer) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests. | |
| EV24 | Ask students and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones). | |

| Ref' | Educational Visit Leader - Recovery | Tick / Sign / Time |
|------|--|--------------------|
| EV25 | Please refer to Appendix 1 for providing welfare arrangements and post incident support after the initial emergency response. | |
| EV26 | Complete any necessary forms / paperwork. | |

After the emergency – counselling

The school recognises that the effective management of our emergency response includes the provision of support, where necessary, after the event. The recovery timeline will focus on the individual needs for continuing support.

As the initial response is completed, school senior managers will complete a debrief to allow a review of actions taken. Pupils, parents/carers and staff will be given the opportunity to talk through their experiences with colleagues and counsellors.

Details of Counselling Services, etc.:

| SERVICE | CONTACT DETAILS |
|--------------------------------|--------------------|
| Educational Psychologists | Tel: 020 8496 1759 |
| Occupational Health - Medigold | Tel: 0800 243 458 |
| LBWF Counselling Service | Tel: 0800 243 458 |

| | |
|--|--|
| | |
|--|--|

Implementation

Party Duty Officer

This section contains actions the school party duty officer should consider, however it is not intended to be an exhaustive list. Incident circumstances, such as its scale, will determine the response provided by the school and the level of involvement required from the local authority.

Considerations for School's Party Duty Officer

| | |
|--|---|
| Communication: | |
| Inform school staff as appropriate, depending on the time and scale of the incident. | |
| Inform parents directly involved as appropriate. 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. If there is a fatality, firstly liaison with the police before direct contact with the parents are made, this can be facilitated via IMT. The Police may also want to deploy a Family Liaison Officer (FLO). | |
| Emergency Management: | |
| Contact the Council's Director of Children Services for details of the support available. This may include: | |
| <ul style="list-style-type: none"> • Help with media management, including press statements and interview briefing • Help with arranging travel and transport between the incident, parents and the school • Provision of extra communications, including public telephone helpline where appropriate • Assistance at school or at the site of the incident • 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. • Advice regarding insurance matters. | |
| Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception if required. | |
| Line to be used for incoming calls only: | 0208 509 9446 |
| Line to be used for outgoing calls only: | 0208 509 9439 |
| Communication with wider school family: | |

At an appropriate time (after those directly involved) have been informed, inform students and staff at the 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 students and to support them afterwards.

Staff and students should be told to avoid talking to the media or spreading the story unnecessarily via social media platforms.

Inform the Chair of Governors, who should in turn inform the Governing Body.

Resources:

Consider arrangements required in order to receive people that may be arriving at the school, such as parents of children involved, the press (media) and emergency services.

Consider resources required and their location in order to be able to respond efficiently to the incident.

Reporting of accidents:

Tell the staff involved to prepare a written report noting events and times. A log of decisions and actions made should always be completed for any incident. Inform the Head of Strategic Risk Management who will advise on reporting procedures and inform trade unions if necessary. Accident report forms should be completed and, 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.

Stand-Down and Recovery

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

Headteachers should work with their Director of Children Services to develop a recovery plan for the school. A range of support will continue to be available from across the Local Authority. This support should be accessed through the Director of Children Services.

There may be formal inquiries or even Police/HSE investigations into the incident, which may continue for some time, and require the co-operation and support of school staff, students and parents.

Some elements that should be considered or undertaken include:

Recovery Plan

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 students |
| Arrange debriefing meetings for the Headteacher and IMT |
| Identify and support high-risk students and staff |
| Promote discussion of the emergency in class |
| Consider the need for individual or group support |
| Help affected students and staff to come back into school |
| Identify and consider legal implications and seek advice appropriately |
| 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. It may be beneficial to identify a place for people to place flowers and other tributes. |
| The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both students 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 students were involved and how they were affected. |

Training and Exercising

| Activity | Summer Term 2020 | Autumn Term 2020 | Spring Term 2021 | Summer Term 2021 | Autumn Term 2021 | Spring Term 2022 | Summer Term 2022 |
|---------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Plan review (Annually) | A | | | A | | | A |
| General training for staff | | | B | | | B | |
| Training for LT/IMT | | C | | | C | | |
| Table top exercise | | C | | | C | | |
| Training on drills for students | | | D | | | | |
| Exercise on drills | | | | D | | | D |

| | | | | | | | |
|--------------------|--|--|--|--|---|--|--|
| Full live exercise | | | | | D | | |
|--------------------|--|--|--|--|---|--|--|

A = Plan Writer

C = School Incident Management Team (IMT)

B = School Staff

D = Full school involvement

Distribution list

Internal:

SLT

Office Manager

School Business Manager

SSO

All staff have received a copy via email

External:

Chair of Governors

Vice Chair of Governors

Angela Ferdinand at LBWF