

HOLLAND HOUSE SCHOOL

16c – CRISIS POLICY Applicable to the Early Years Foundation Stage

Date of last review	May 2019
Date of next review	May 2020

Amendments

Amendment	Date	Description
Annual review	22.5.19	Minor edits to formatting.

“Be prepared, Be honest, Be thorough, Be first”

CHAPTER 1 – INTRODUCTION

1. A crisis can occur at any time and when it does, needs to be dealt with quickly, efficiently and at all times ensuring the preservation of life. The School has many highly experienced and well-trained staff and staff cover is sufficiently robust to meet the needs. At all times Governors may also be contacted for advice or to enhance the available capability.
2. **AIM.** The aim of this policy is to:
 - Create and maintain a safe environment
 - Enable the handling of emergencies and incidents appropriately
 - Maintain strong Public Relations
 - Ensure continued and robust public perception management
3. **What Constitutes A Crisis?** An early decision needs to be taken to determine whether a situation is simply a “bad day” or the beginning of a crisis. Crisis indicators include:
 - Existing resources cannot cope
 - The issue is likely to have an adverse effect on the reputation of the school
 - Things are likely to get worse before they get better
 - The media takes an interest
 - Loss of life

A crisis is a volatile situation and requires dynamic actions. Crises might include:

- Sex scandals
 - Drug abuse
 - Historic abuse claims
 - Criminal proceedings against staff
 - Expulsions without adequate explanations
 - Discovery and potential use of weapons
 - Excessive violence or bullying
 - Examination rigging
 - Poor performance
 - A fire
 - Pupil fatalities
4. **Business Continuity Management.** Business Continuity Management (BCM) is about identifying those parts of our organisation that we can't afford to lose and planning how to maintain them, if an incident occurs. Any incident, large or small, whether accidental, natural or deliberate can cause us major disruption. Prior planning will enable us to get the

business back on its feet in the quickest possible time and mitigate loss of business or loss of confidence in our abilities to manage well. Establishing an effective BCM capability requires three steps:

- Assigning responsibility
- Establishing and implementing BCM
- Ongoing management

5. **Emergencies and Incidents.** Critical emergencies and incidents include death of staff or pupils, serious accidents, suicides, missing children and fire. It is more likely, however, that lower grade problems such as temporarily missing children, accident and anger/violence displayed by children, parents or staff will be experienced. However, the principles to deal with each remain the same. This Policy sub-divides emergencies and incidents into 3 levels, examples include:

Level 1: Disruption without immediate threat (<8 hrs)

- Missing child – initial response
- Burst water main
- Road closure
- Loss of heating in an area during the winter
- Natural threats; bad weather (snow), internal flooding, external flooding, high winds,
- Loss of one utility (gas, water, electricity or telephone)
- Loss of Internet
- Notifiable infectious disease

Level 2: Critical incident - potential major impact on pupils and/or staff (8-48 hrs)

- Missing child
- Gas leak
- Intruder on School premises
- Attack (verbal or physical) on pupil or member of staff
- Loss of 2 or more utilities
- Pupil or member of staff taken hostage
- Loss of School network or data
- Epidemic or Notifiable Disease
- Robbery

Level 3: Major Incident - directly impacts the School's ability to function (>48 hrs)

- Fatal or serious accident involving pupils and/or members of staff, on or off-site
- Fire or explosion in part of school
- Serious or major accident in neighbourhood
- Terrorist activity

6. **Law.** The most relevant area of law is in our Duty of Care, where we act for our pupils, the staff and visitors to the School.
7. **Organisation.** The School organisation is as shown in the Employee Handbook.
8. **Terminology.** The terms 'Incident' and 'Emergency' are often used interchangeably although they do have specific differences, mainly in scale of response with 'Incident' being at the least hazardous end of the spectrum.
9. **Themes.** The themes covered by this Policy include:
 - Anticipation
 - Assessment
 - Prevention
 - Preparedness
 - Response
 - Recovery
 - a. **Anticipation.** There is a specific argument under the Health and Safety at Work Act (1974) which requires a process of risk assessment, planning, training, exercising and review for any hazards or threats for any workplace, including a School. There is also an implied duty under the Civil Contingencies Act (2004) that schools are also required to have plans in place to manage the effects of an emergency. However, the most effective rationale is that within the school are vulnerable members of the community for whom the school management has a duty of care and all that can be done to protect them, should be done.
 - b. **Assessment.** Possible assessments include:
 - Fire / explosion at school
 - Accidental death or injury on school premises
 - Violent intrusion into the school
 - Criminal threat
 - Accident or incident during school activities off school premises
 - Accidental death/injury not during school hours and not on school premises
 - Floods
 - Severe weather
 - Resources available – plans, staff, facilities, communications, IT, security – **see Annex A**
 - c. **Prevention.** There are a number of activities that could be undertaken that might prevent an incident or emergency or at least mitigate the impact of an emergency taking place. These include:

- Fire Safety activities
- Health and Safety measures, including hygiene
- Security measures (physical, e.g. fences, CCTV, locks, etc or procedural, e.g. access procedures, ID checks, etc).
- Infrastructure measures (design into new builds / extensions, e.g. two exit points in classrooms (with security measures), accessible assembly areas, accessible entry for emergency services, etc)
- Clean and tidy areas (in order to more easily identify suspicious devices)
- Establish a routine of 'housekeeping' within the school environment. This is a familiarisation of what is normal in the classrooms, corridors, allowing an understanding of what is not normal. Teachers should carryout basic housekeeping checks each morning and night, when occupying or reoccupying the classroom after a break or on instigation of a lock-down. They need not take too much time, but would allow a more effective check in the event of a bomb threat or similar
- Training and exercising staff on policies and procedures
- First aid training

d. **Preparedness.** The primary preparedness activity will be the preparation of an Emergency Response Plan (ERP) followed by regular, effective, training regime. The ERP will include a number of details. These include:

- The response at the scene of an incident / emergency.
- The Emergency Services and National Health Service response.
- The Emergency Response Plan – aims and objectives.
- The School Incident Management Team – roles & responsibilities.
- Facilities.
- Communications.
- Identification of Mitigation Strategies for individual hazards / threats
- Possible responses to an emergency – shelter vs evacuation
- Managing Casualties
- Managing Fatalities
- Parent liaison
- Media liaison

e. **Response.** This is dealt with in the following sections.

f. **Recover.** The effective management of an emergency involves providing support after the event as well as during the initial response phase. The Recovery from a significant emergency can be expected to take years – to the extent that significant anniversaries are still remembered long after the event. Needless to say, the level of work required by school management does reduce, especially after the last affected child has left the school. In the phase immediately after the emergency response is

over, the team that made up the Crisis Response Team will continue to be busy, although the activity may be coordinated by regular (daily / weekly) meetings rather than non-stop in the operations centre. Aspects of recovery that may need considering include:

Debrief – identify lessons to learn

- Once the response is complete, a structured debrief will provide an opportunity for everyone involved to review their actions, thus identifying what went well along with areas for improvement. Pupils, parents and staff should also be given additional opportunity to feedback into the debrief process.
- The output from the debrief can be used to modify, revise and update this Policy

Child Psychology

- Child Psychologist can provide professional advice to schools on the psychological impact of the emergency, the potential victims and how best to manage their individual recovery
- If required and appropriate, they would be available to support individual children and their families requiring support
- They can provide psychological first aid advice that will help staff, parents and other children understand the normal response to abnormal events and how they may display themselves in behaviour

Impact Assessment

- The Crisis Team should make an impact assessment of the situation, this time with a focus on the medium to longer term in order to identify a proper way forward
- Educational Psychologists can be used to help identify a most appropriate way forward for the school and individuals
- If the Crisis involved data, the network or Internet then a plan needs to scope that includes consideration to buy new equipment, reinstall data, update data, etc and action taken if a breach has occurred in line with GDPR rules

Management structure

- Depending on the outcome of the impact assessment, there may need to be temporary or permanent changes in the management structure of the school to incorporate solutions
- This may include allowing the children to agree specific staff as key supporters or to have a senior management team whose role is to monitor and support the children's recovery

Practical support

- In the immediate aftermath, simple practical support such as money, clothes may be required. This may also be the case for families who have been required to unexpectedly spend money due to the emergency

- Provision of quiet rooms within the school to allow affected children an opportunity for privacy if required and a management system that allows this to take place
- Management may need to liaise with other schools in the area (or further afield) in respect to siblings of those affected or when pupils move from one school to another

Media

- The National / International Media spotlight may remain on the school for a while until distracted by the next crisis. Local Media are likely to remain for longer
- Significant events linked to the emergency may prove interesting to the Media. Consider events such as the reopening of the school, 1st day back of injured children, Memorial services, Memorials, HM Coroner inquests, HSE investigations, anniversaries and so forth

Support Centres

- The child psychologists will provide advice on the level of support required for each individual child
- It may be suggested to have some practical support provided within the school (quiet rooms etc, see above)
- Staff may also need support, and this can be gained either by the staff approaching their GP, but the school may decide to take a more proactive approach and ask for advice from other agencies

Renovating; Reopening; Re-housing; Rebuilding

- If the school was damaged, then it may have to be closed for renovation. This should be covered by school Insurance
- Reopening the school following closure due to an emergency will have several issues.
 - ✦ Consider the impact of reopening on the pupils and staff. Seek advice from the child psychologist. Consider the most appropriate procedure – perhaps a special Assembly
 - ✦ Reopening may attract Media attention
 - ✦ Consider how the Community may be affected and how they may be incorporated into the reopening, if appropriate (for example, if there was particular community support following the emergency, this may want to be recognised)

Management of Memorial Funds

- It is possible that members of the public will want to make donations into a Memorial Fund
- The British Red Cross Society are able to provide a Disaster Fund management service that would help the school manage any Memorial Fund for major emergencies

Inquests; investigations; litigation; public inquiries

- There may be several legal implications following an emergency:
 - ✦ HM Coroner will need to open and complete inquests if there are fatalities

- ✦ The police will need to make appropriate investigations, depending on the circumstances of the emergency
- ✦ Other organisations / agencies may be required to investigate (for example, HSE, Air Accident Investigation Board, Rail Accident Investigation Board etc)
- ✦ Criminal or Civil litigation may follow
- ✦ The government may require a public inquiry into the emergency

Anniversaries

- As mentioned, anniversaries, and later 'significant' anniversaries may have an impact on the school and the pupils. Such an impact may be psychologically on the pupils and staff or simply due to Media attention

CHAPTER 2 GUIDELINES FOR DEALING WITH AN EMERGENCY OR INCIDENT

9. **Principles.** All staff should be able to deal with the initial effects of an emergency or incident using the following principles:

- **Anticipate**, prepare comprehensively in advance
- **Listen**, get the facts before communicating
- **Respond** quickly, calmly and professionally
- **Collaborate and communicate**, get the right people together
- Fixed line telephones
- Mobile telephones
- Internet
- whistle
- School walkie-talkies
- **Co-ordinate widely**, don't be reluctant to say early on that you have a crisis; involve the emergency services if required
- **If involving the emergency services, ensure staff are posted at School entrance to guide them**
- **Deal** with the crisis logically and competently ensuring all incoming and outgoing information is handled with care
- **Informing parents** – Unless specifically authorised to do so by senior management,

YOU ARE NOT TO MAKE CONTACT WITH THE FAMILY OR FAMILIES OF ANY REPORTED CASUALTIES

- In the event that you are contacted by a family member you are to pass their request for information up the senior management chain
- Prompt senior management to nominate a member of staff to act as the **single point of contact with families**; avoid situations where several staff members, despite acting with the best of intentions, end up generating confusion by the passage of conflicting, contradictory or out of date information

10. **Key Tasks when Dealing with an Emergency or Incident.**

DEAL with the immediate incident, contain it and ensure safety of life.

CONFIRM exactly what has happened

- Establish the facts - the why, what, where, when, how and to whom
- Confirm the identity of the person reporting the incident and in what capacity they are acting. **Take a contact number from them, check its authenticity via, for example, the internet and then call them back. You must be sure that you are responding to a genuine emergency and not a hoax**
- Ensure place and people's names are reported with correct spelling

- Remember that in the early stages of an emergency, some of the information given may be wrong or incomplete, record the facts as they are reported
- If the incident is taking place overseas the time of the reported emergency will probably be given in local time, Greenwich Mean Time (GMT) or even Universal Time Constant (UTC)
- Finally, do not speculate or jump to conclusions

INFORM and pass the appropriate information up the chain to senior management as soon as possible. The following persons should be contacted in the order shown:

- Headmistress
- Chairman of Governors (normally done via Headmistress)
- Deputy Head
- Site manager
- Insurance Company (normally done by SLT)

COMMUNICATE establishing effective communications with all relevant parties.

- Brief staff and pupils, as appropriate, particularly with regard to safety
- Act as the focal point for the passage of information by meticulously and carefully dealing with all messages and by ensuring that the correct telephone numbers and/or email addresses of all persons and organisations involved are recorded.
- Open a separate diary or log for recording events; avoid reliance on scraps of paper and post-it notes. **NB.** If calls originate from overseas, the standard of spoken English may be poor or heavily accented so check and recheck understanding and spelling where necessary.
- Remember that you are possibly dealing with very sensitive information, particularly if there have been casualties, so **ensure that information is only passed to those who genuinely need to know.** Do not gossip to your colleagues or pass on unsubstantiated rumours.

COORDINATE and organise required additional resources or assistance. Be prepared to coordinate follow-up actions as necessary. The following list is by no means exhaustive but describes a variety of situations that may require action:

- Do we need to establish a separate control centre at HHS for the incident? Reception is the wrong place to be dealing publicly with sensitive information. Options for the control centre will depend on the nature of the incident but will include the Headmistress's Office.
- Is a member of staff escorting a pupil or pupils to hospital? Which hospital? How long are they likely to be there? What are the contact details? Do we need to send relief or support to the staff member, especially if the main party is returning to HHS?
- Is anyone from HHS stranded? Where? What is the (air)port authority doing about it? Are they aware that the HHS party consists mainly of school children? Do they have a tour operator? What are they doing about the situation? Does

HHS need to contact the airline/company (which one?) with a view to organising repatriation?

- Does someone within the HHS party require medical repatriation? If so, this is covered under the terms of the school insurance.
- Do we need to organise a reception team at the (air)port of arrival? How is the family going to get there if that is their wish?

3 THE CRISIS TEAM

11. For Level 1 incidents it is probable that the issue can be dealt with by the available and appropriate staff in accordance with best practise or School Policy. For a Level 2 and most definitely for a Level 3 incident a **Crisis Team** will need to be called to assume control of the incident from staff that have provided the initial response, to oversee the incident to final conclusion and to provide the Headmistress with the flexibility and capability to operate simultaneously on many levels. The **Crisis Team** will consist but not limited to all or some of the following:
- Headmistress
 - Chair of Governors
 - Deputy Head
 - Senior Staff
 - Office staff
12. The following guidelines provide an aide memoire of a number of tasks required of the Crisis Team in direct support of the Headmistress's decision-making process:
- Appoint – see **Annex C** for outline Job Descriptions
 - A team leader (who will not be the Headmistress)
 - A spokesperson and deputy for internal communication
 - A spokesperson and deputy for external communication
 - A log keeper is appointed whose sole role is to accurately log all events and information as they occur
 - A single Point of Contact (POC) for parents
 - The team will setup in the Headmistresses office
 - The Team is responsible for the central coordination of all elements of the emergency or incident, including:
 - Drawing up a plan for the immediate future and assign responsibilities ensuring the School can continue to operate as normally as possible until normality returns
 - **Running the school**
 - Deciding and prioritising our audiences:
 - ✦ Briefing staff and pupils as required
 - ✦ Liaising with parents
 - ✦ Media
 - ✦ Liaising with emergency services and other agencies

- Interfacing in all respects with the press – may decide to setup press centre in the village hall
 - ✦ Devising a media protocol for external communications
 - ✦ Agreeing statements before they are issued
 - ✦ Drafting holding statements
 - ✦ Anticipating questions and preparing answers
- Agreeing extent of stakeholder involvement
- Controlling our communications via land-line, mobile, website and social media
- The team decides who to send to the incident scene with a mobile phone, if appropriate – normally a member of the SLT
- Enlist additional assistance as required; for example our insurers
- Decides how to handle messages of condolence
- Establishing additional catering requirements

4 COMMUNICATION CHANNELS

13. In the event of a crisis, the communication channels include:
- Word of mouth.
 - Written word.
 - Media (newspaper, radio and television).
 - Social media (the internet).
14. It is important to understand these functions so that you can limit any potential damage and use them to your advantage. Be selective according to the audience you need to reach. In a crisis, do not waste time and resources on communication channels that are not going to reach those with whom you need to communicate.
- a. **Word of Mouth.** Research consistently shows that the most potent form of communication is word of mouth. If there is a rumour surrounding a school and you know someone who works or studies there, you are far more likely to believe their story than any other source of information. Naturally, your staff and pupils will be asked about the events at the school in a time of crisis. What they say is the most believable. It is vital, therefore, to address internal communications with the same urgency as external communications.
 - b. **Written Word.** Although this is not as powerful as the media or word of mouth, a letter, an internal newsletter, or notice board announcement is the only form of communication that allows you to choose your own words and put your message in an appropriate context. This form of communication is most useful immediately after the worst of the storm, when the media activity dies down and your role is to restore confidence. Care must be taken not to re-ignite the crisis inadvertently during the restoration period.
 - c. **Media.** The media's role is not to help us in a crisis deemed to be within our control, such as a scandal. It is, however, if events are beyond your control, such as the school having to close due to extreme weather. The media is important. If they are on our side, they can reach all our stakeholders quickly and at no financial cost to the school. If they are unsupportive of our situation, they may become our "opponents". The media operates to entertain and inform — it is their business. It is not incumbent upon them to be impartial. We cannot treat the media as a single body. The local BBC radio station can carry our story 30 minutes after it breaks, the local daily newspaper 24 hours later. The national newspapers rely on the local press to feed our story up to them and TV stations need dramatic footage to go with the words. The *Times Educational Supplement* may understand our plight, but usually only a week later.
 - d. **Social Media and the Internet.** The rise of social media has made crisis management significantly more challenging. The instant nature of the medium, its widespread

popularity, and the lack of regulation means that rumour and misinformation can be disseminated widely in an instant. The key to managing social media is to ensure it is being fully monitored, so that we are aware of what is being said, while avoiding the temptation to react to individual posts. Where appropriate, it can also be used in a crisis as a positive communication tool to provide updates instantaneously to a wide audience. Schools often forget about their own websites during a crisis. Our website is likely to be the first port of call for a journalist writing about the story and it is also a forum where the school has total publishing rights – we can publish our side of the story in your own words. Do not miss this opportunity to proactively promote the messages that we want to be heard.

5 DEALING WITH THE MEDIA

15. Pressure from the media for an interview can be intense and, if we are not used to dealing with them, it can be all too easy to make mistakes. Never underestimate the value of preparation. Write down messages and make them clear and concise.
16. **Media.**
- Only the Headmistress and Chair of Governors speak to reporters as the School's spokesperson
 - The Headmistress and Chair of Governors have received media training
 - **Information** – once the immediate incident is stabilised ensure all information is logged. Use the **Who, Why, What, Where and When** mnemonic to ensure all relevant data is captured.
17. **General Guidelines.** Here are some general guidelines to bear in mind when being interviewed by the media, followed by specific pointers for newspaper, radio, and television interviews:
- Never say "no comment". It gives the impression you have something to hide. Explain why you are unable to answer the question, for example, the outcome is unresolved or confidential, or that you simply do not know.
 - Expect the media to play devil's advocate, but do not get angry or flustered. It is their job to ask searching questions and to test the strength of your case. Beware of the journalists who say they are on your side.
 - Do not speculate: stick to the facts. Publishing or broadcasting inaccurate information reflects badly on the media and the school.
 - Do not assume that "facts" given to you by the media are accurate. It has been known for interviewees to confirm things that started as guesswork.
 - Do not allow words to be put into your mouth. If you do not agree with something, say so and correct it.
 - Be calm and confident — this will demonstrate you are in full control of the situation.
 - Avoid jargon or technical language — use explanations the general public will understand.
 - Correct factual inaccuracies immediately.
 - Never comment "off the record" – assume that everything you say will be used
 - If a reporter visits, treat them with courtesy but do not allow them to wander around the school asking questions of staff or pupils. You have little control of journalists outside the school gates. If necessary station staff to ensure the School remains secure and errant individuals can be ejected.
 - If illegal activity may have taken place, the police should be informed. If they are already involved, seek their co-operation in handling press enquiries. If criminal charges have been laid or are imminent, the press is strictly limited in what can be reported before the case comes to trial.

18. **Newspaper Interviews.**

- Fax or email the answers to complex questions that may be misinterpreted. Failing this, make it known you are reading an answer and will do so at a speed, so it can be taken down verbatim.
- Do not be rushed into making a statement. Give yourself time to think. Offer to telephone back, write down what you want to say and, if need be, contact a colleague for advice. Always call back if you have promised to do so.
- Make a note of the reporter's name and the publication they represent.
- Complain if you feel you have been misrepresented or badly quoted, but do not focus on minor details.
- Do not expect your comments to be printed word for word. Generally, journalists do not allow you to vet their story before going to print, although it is worth asking if you may verify quotes or check facts for accuracy and legal reasons.
- Never say anything that you would not be happy to see in print.
- When denying an allegation made by the journalist, be careful not to repeat it in your answer, for example, "no, it's not a complete disaster". The questions are not printed — only your answers are.

19. **Radio and Television Interviews.**

- Do your homework: Will the interview be live or pre-recorded? By telephone, in the studio, or at your school? Who will conduct it? Who else will be being interviewed? How long will it last? How much of the interview will be used (so you can time your comments accordingly). Ask what the first question will be. A good time to do this is when the presenter asks you to say something for "level" – this simply means balancing the voices and microphones.
- Contact the presenter in advance in order to brief them. You will probably be better informed than they are, so they will be grateful for the steer.
- Prepare two or three main points you want to address. Prepare answers to potentially awkward questions.
- Practise your responses before the interview.
- Relax.
- Show you are concerned and emphasise you are doing everything possible to solve the problem.
- If you do not know the answer to a question, say so. If appropriate, say you will find out and let them know, and then ensure you do.
- Remember that the interview is wholly for the benefit of the viewer/listener.
- Do not repeat a damaging question or phrase that the interviewer uses. The viewer/listener will hear it twice but your response only once.
- Do not brush or touch your microphone. It will muffle your speech.
- Do not assume you are "off camera" or that your microphone is off until you are told.
- Do not be monosyllabic.

- Take control of the interview and lead the interviewer where you want to go with your answers.
- Co-operate with the interviewer and find out what they expect of you.
- Never bully or ridicule the interviewer, as they represent the viewer/listener.
- Avoid calling the interviewer by name, as it can sound patronising.
- Keep to the main points and use simple statements backed up by examples.
- Do not get flustered by probing questions. Reply with a positive statement and show a willingness to explain.
- Do not get annoyed if the interviewer keeps asking the same question, but do not feel you have to come up with a different answer. Say you think you've already answered it and move on to another point.
- Correct factual errors if you make any, whether the interview is live or recorded.
- Begin and end the interview with a positive statement.

20. **Television-Specific Pointers for Interviews.**

- Avoid light shining directly in your eyes.
- Sit well back in the chair, fold your hands, but do not cross your arms. Lean forward rather than away from the interviewer, and do not fidget or rustle papers.
- Avoid swivel chairs. If you have no choice, be very careful not to swing in it.
- Remember that the camera may be on you when you are not talking. Look at the interviewer throughout or the person speaking if there is more than one interviewee. Do not stare at the camera.
- Make a good first impression — dress smartly, avoid wearing distracting jewellery or patterned clothing, and do not wear glasses that darken in bright light.

Annex A – Resources in a Crisis

1. **Human Resources.** Examples include:

- SLT
- Governors
- Staff
- Consultants – fire, heating, construction, architects, legionella, HR, etc
- Emergency Services, including the Police
- Parents
- Social Services
- School Insurance Brokers
- ISC / ISBA /ISA
- ISC Press Office (24/7) 07825 806017
- ISA Press Office
- School Bankers

2. **Electronic.** Examples include:

- School mass text and email
- Internet and Website
- Mobile phones
- Email
- Social Media - Facebook and Twitter
- Telephones
- Emergency Services 999
- Police (non-emergency) 101

3. **Counselling.** Examples include:

- School Insurers
- Via <http://www.counselling-directory.org.uk>

4. **Government.** Contacts via Internet

- Charity Commission
- Companies House
- Department of Education

5. **Infrastructure.**

- School itself
- Buildings
- Assembly areas and alternates

- Rendez-vous point (RVP) for emergency services
- Primary and secondary access for vehicles
- External place of safety – “buddy school”
- Parent reception location
- Local Hall
- Via our insurers; for example Portacabin

Annex B – Accident/Injury Procedure

1. In any emergency situation, particularly one involving children, it is important to keep calm, to act logically and to consider the following points:
2. **Assess the Situation.** Consider the following:
 - What happened?
 - How did it happen?
 - Is there more than one injured person?
 - Is there any continuing **danger**?
 - Is there **anyone immediately available** who can help?
 - Do I need an ambulance? See **First Aid Policy** for further guidance
3. **Think of Safety** - Consider the following points.
 - Do not risk injuring yourself - you can't help if you become a casualty
 - Remove any source of danger from your casualty if safe to do so
4. **Treat Serious Injuries First – think Airway, Breathing, Circulation**
 - In the event of an accident where more than one person has been injured, go to the quiet casualty first - they may be unconscious
 - **DO NOT MOVE** the casualty if there is a risk of significant head, neck or spinal injury, unless there is immediate danger to life
 - If the casualty has stopped breathing, commence mouth-to-mouth resuscitation immediately
 - If the casualty is bleeding seriously then it must be brought under control
5. **Get Help**
 - Shout for help - someone may hear you although it may not be obvious that there are people nearby
 - If there is someone with you, tell them to fetch First Aider or another member of staff – telephone or radio
 - If an ambulance is required than call 999
 - Arrange for staff to meet and direct the ambulance
 - Arrange for adult to accompany pupil to hospital
 - Manage the emergency or incident to the best of your ability until relieved by a member of the SLT or duty team

Danger
Response
Shout for Help
Airway
Breathing
Circulation

6. **Once Incident Stabilised**

- Communicate with a member of the SLT
- If off site, arrange for the rest of the group to return to School/safety
- Note witnesses – names and addresses. Do not discuss legal liability
- Refer any media at the scene back to the Headmistress
- Write down all details while fresh in memory - the who/why/what/where/when

7. In the case of a minor accident or injury, the on-site first aider should deal with the incident appropriately. However, if there is any doubt another must be summoned to either confirm the correct actions have been taken or to remove the pupil to sick bay for assessment and further treatment as necessary.

8. The First Aider is to be informed of all accidents and injuries, so the child's medical records can be updated.

9. **Guidance when to call an Ambulance.** An ambulance is to be called in the following circumstances:

- a significant head or neck injury
- fitting, unconsciousness, or concussion
- difficulty in breathing and/or chest pain
- a severe allergic reaction
- a severe loss of blood
- severe burns or scalds
- serious brake or fracture

10. The First Aider on arrival will take control of the incident and will decide on the best way to proceed. If an ambulance hasn't been called and the nurse considers the situation warrants, the First Aider will initiate the callout. The Site Manager is to be advised of all ambulance callouts so that guides can be appropriately positioned to ensure the ambulance crew attend the injured person in the quickest possible time. The Site Manager also will start a log for the incident and act as a central point of contact.

Annex C – The Emergency Services and NHS Response

1. In a multi-agency response, the emergency services will set up an Incident Control Point at the scene. This is the location from where all response activities are coordinated. If at the school, the IMT should send a liaison officer to represent the school. The role of the Emergency Services and NHS may include the following:

Thames Valley Police

- Coordinate the multi-agency response to an emergency
- Facilitating access by other responders (e.g. by imposing traffic Control, cordons etc).
- Protection / preservation of scene.
- External searches for Missing Persons (NB they will not search Schools in response to bomb hoaxes).
- Body recovery.
- Notification of fatalities
- Victim identification - acting on behalf of HM Coroner where fatalities have occurred
- Provision of Family Liaison Officers to bereaved families
- Liaison with the FCO in the event of overseas incidents
- Criminal investigation
- Counter-Terrorist Security Advisers (CTSAs) to advise on security issues (prevention)

Fire & Rescue Service

- Control Room
- Fighting fires
- Search & Rescue within collapsed buildings
- Chemical incidents / spills
- Mass decontamination
- Protection of the environment (as far as reasonably practicable)

Ambulance Service

- Immediate medical support at the scene
- Triage of casualties
- Hospital liaison
- Evacuation of casualties to designated hospitals (with A&E) • Initial NHS focal point

Hospital Trusts

- Designated hospitals with A&E

Public Health England (formerly Health Protection Agency)

- Providing specific health guidance and information
- Monitoring and investigating outbreaks of communicable diseases within the community

- Containing the incident and prevents / minimises further spread / escalation – screening, vaccination, immunisation and / or advice

Annex C – Crisis Management Team

1. The Incident Management Team is the Team that will manage the School response to an incident or emergency. This team needs to establish itself as quickly as possible without compromising the safety of pupils (if during school hours). The size, role and responsibilities of this team will vary according to the nature and circumstances of the incident. It is the school's responsibility to determine the appropriate level of response for an incident and to select the necessary roles to achieve this. Suggested roles and responsibilities for the school's Crisis Management Team include:

Role	Responsibilities
Incident Manager	<ul style="list-style-type: none"> • Activate the Crisis Team and confirm roles • Manages the emergency response of the School • Collates all relevant information relating to the emergency/incident • Assess the impact of the emergency and act on findings • Consider the need to alert school community, other colleagues and external agencies • Ensure appropriate liaison with external organisations • Monitor the emergency response • Provide regular staff / team briefings • Decides who to send to the incident scene • Authorise any additional expenditure
Deputy Incident Manager	<ul style="list-style-type: none"> • Assists Incident Manager • Ensures remainder of School kept informed • Drives "Business as Usual" – provision of normal schooling where possible • Monitors staff welfare and organises staff roster • Consider catering requirements • Be prepared to lead on Business Continuity Management
Parent Liaison	<ul style="list-style-type: none"> • Provides information to parents under direction of the Headmistress and Incident Manager • Provides a point of contact for parents • Arranges on site co-ordination of visiting parents • Maintains regular contact with parents where appropriate • Consider two people to undertake this activity

Media Liaison	<ul style="list-style-type: none"> • Provides information to Media under direction of the Headmistress and Incident Manager • Acts as point of contact for media enquiries • Works with the Communications team to prepare media statements / interviews • Assists with internal communications • Monitors media • Consider two people to undertake this activity
Facilities Manager	<ul style="list-style-type: none"> • Ensures site security at all times • Provides information about site facilities / layout as necessary • Assists with access to and exiting from the school
Administration	<ul style="list-style-type: none"> • Maintains a master log of key events and decisions, including expenses incurred
	<ul style="list-style-type: none"> • Helps to collate information • Relays incoming and outgoing messages by telephone, fax, email, etc in a prompt manner
Teaching Staff	<ul style="list-style-type: none"> • Maintain supervision of pupils • Ensure the safety and security of pupils • Provide information and offer reassurance to pupils • Monitor pupils' physical and psychological welfare • Prohibit the use of mobile phones unless the circumstances demand

- It is important that the names and roles of those forming the Crisis Management Team are known to all members of staff to minimise confusion and risk of duplication of tasks. Staff may also be issued with action cards that can be used as an aide-memoire / checklist in the event that they are asked to undertake their nominated emergency response role. If the incident response looks likely to continue for a number of days it may be necessary to consider the support of supply staff to help continue daily routines whilst some members of staff are engaged in the incident response.
- Setting up the Crisis Team.** The Crisis Team should have access to sufficient telephones and IT to undertake the task. Telephones will be allocated for incoming calls (number published) and out-going calls (number withheld). The Crisis Management Cell is off-limits to all staff in order to ensure coherence and to stop rumours developing.
- Log Keeping.** All calls, both incoming and outgoing, should be logged (see Appendix 1). The purpose of this log is to provide a written, chronological record of events and actions, and should include as a minimum:
 - Date and time
 - Name of caller and role e.g. parent or organisation

- Nature of the enquiry/message
- Response given
- Return number, if applicable
- Further action taken as a result of the call

A decision log should also be kept. The purpose of this log is to ensure that all decisions taken by the Crisis Team are recorded in context and with the rationale for the decision. This should include:

- Date / Time
- Decision-maker
- Decision
- Context and rationale

Holland House School Incident Report			
Date of Incident:		Time of Incident:	
Location:		Name:	
Brief Description and actions taken so far	<i>(continue on separate sheet if required)</i>		
Names of those involved – <i>names, contact details</i>			
Assessment of injuries			
Witnesses – <i>Names, contact details, statement on separate sheet</i>			
Action(s) taken			
Parents Contacted? Recommendations / other information <i>Hospital details, etc</i>			

- a. **Basic Log Sheet** - Use the **Who, Why, What, Where and When** mnemonic to ensure all relevant data is captured

Date/Time	Message From	Message To	Information Given / Received (incl contact details)	Actions Taken
			Name: Telephone and Mobile Number: Email: Any publishing timeline: Message:	
			Name: Telephone Number: Mobile Number: Email: Any publishing timeline: Message:	

26 b. **Decision Log.**

Serial	Date/Time	Decision-maker (name)	Decision Taken	Context & Rationale

Annex D – Evacuation, Sheltering and Lock-down

1. **Evacuation.** Evacuation is the most appropriate course of action when it is safer to move away from the school than it is to stay there. Some examples of circumstances when it may be appropriate to evacuate a school include fire evacuation, explosions, gas or chemical leaks within the school, or substantial damage to the building caused by structural failure or severe weather.

2. In some circumstances, evacuation following the normal fire evacuation procedures may not be advisable - for example, a viable bomb threat where the suspicious package is next to a fire exit. In such circumstances (and concurrent to the bomb threat being validated) a shelter procedure may be quickly used – the 'lock-down' prior to a controlled evacuation using an alternative route.

3. For evacuation, consider:
 - Should staff and pupils follow the usual fire drill procedure?
 - The school / class register should be taken
 - Pupils with disabilities should be escorted
 - A designated member of staff should take the emergency kit with them
 - Assembly points – ensure you have a secondary assembly area in case the primary location is unavailable
 - Once the evacuation is completed ensure that all staff and pupils are accounted for
 - Where possible, the Crisis Management Team should be formed in a predesignated location and roles clarified
 - A designated member of staff should await the arrival of the emergency services in a safe place
 - Pupils should be reassured and kept under supervision
 - No one should re-enter the building unless the emergency services have given the all clear. A member of the Crisis Team should be responsible for receiving and relaying this authorisation to staff and pupils
 - If cleared for re-entry:
 - Account for all pupils once inside the building again
 - Check that no unauthorised persons gain entry
 - Rooms should be rechecked to make sure there is nothing amiss • Debrief and reassure pupils

4. In the event that the school cannot be reoccupied and that the school community cannot remain in the assembly area (due to hazard, emergency service response or adverse weather) the school must identify a place of safety. This may be any suitably sized accommodation in the vicinity of the school (walkable distance) but not too close, in case the reason for the further evacuation also affects the place of safety (500m is a useful guide).

5. Possibly reciprocal arrangements may be made with a neighbouring school to take staff and pupils there during an evacuation or if the school needs to be closed. Parents may be advised of this location in advance.

6. If re-entry is not authorised:
 - If appropriate, move the school community to the designated place of safety / “buddy school” and continue education or activate school closure procedures
 - If parents are collecting children from a buddy school, clear location details should be given to parents
 - Alternatively, if parents can still collect children from the school site, consider whether there are any restrictions in access to the premises or parking facilities that need to be communicated to them

7. **Shelter.** The alternative to evacuation is shelter. A sheltering solution would be used when it is safer to stay in the school than to move away from it. Examples of when a sheltering response is appropriate would include emergencies where the threat is external (e.g. criminality, smoke / chemical plume) or where the hazard needs to be contained (e.g. contagious illness). A sheltering solution is also a useful mechanism to gain control over a situation, part of which is to ensure the immediate safety of the school community. This is best achieved using the ‘lock-down’ process. Once control is gained, other appropriate measures can be undertaken, including evacuating.

8. **‘Lockdown’ Procedure.** Where there is a threat from either an intruder on the school grounds or within the vicinity of the school, the school may instigate a lockdown procedure. A recognisable signal is required to instigate lock-down procedures and must be clearly distinguishable from the fire alarm / evacuation signal. Suitable signals might be the use of a different ring pattern and tone for the school bell, a hand bell, whistle or air-horns.

9. Lockdown procedures should be practised from time to time so that staff and pupils are familiar with them.

Lock Down Procedure

AIM

The aim of the lock down procedure is to get all staff and pupils into the school building into a safe, quiet area away from sight. The building is to be locked secure to prevent intruders from entering.

ACTIVATION

- Lockdown will be activated using Air Horns. Air horns will be located in the School Office, the Staffroom, the medical area, the kitchen and the outside shed. Each airhorn will be sounded continuously on hearing another airhorn. This way all areas of the school should be able to hear the signal. The airhorns should be set off in the following locations or as near as possible;
 - School Office – entrance hall and Y1 corridor
 - Staffroom – staffroom and outside Y3/4
 - Medical area – bottom of stairs by boys' toilet
 - Kitchen – hall, kitchen and playground
 - Outside shed - playground
- On hearing the airhorn the School Office will immediately contact the staff at the park using the walkie talkie using the statement '**Lock down, Lock down, lock down**'. The Site manager, or in his absence the School Office, will also use the same statement to all walkie talkies on site.
- All staff must be prepared to use the same statement to verbally signal to other adults that the school is on lockdown as and when needed.

PROCEDURE

- Each Year group and member of staff will have a designated room to go to as outlined below and should make their way directly to that location without distraction.
- Form teachers are responsible for locking the rooms they are allocated to but must wait by the door momentarily to ensure all are inside before sitting with their class.
- In the absence of a Form Teacher the person assigned to the class takes on the Form Teacher role.
 - YR and Y1 pupils and teachers to the Art Room
 - Y2 and the Y2 Form Teacher to the Year 2 Form Room.
 - Y3 and the Y3 Form Teacher to the Year 3 Form Room
 - Y4 and the Y4 Form Teacher to the Year 4 Form Room
 - Y5 and the Y5 Form Teacher to the Year 5 Form Room
 - Y6 and the Y6 Form Teacher to the Year 6 Form Room
 - Kitchen Staff to the Kitchen
 - All other Staff to the Staffroom
- All blinds must be lowered, doors must be locked, and occupants of rooms must be seated quietly away from the door in silence and on the floor if possible.
- YR and Y1 teachers are responsible for locking their outside door before leaving the room. If there is no teacher in the room, then this responsibility falls on the School Office Staff

who must also lock the main entrance door remaining there momentarily to ensure all are inside.

- Teachers must silently take the register as soon as is possible and keep it to hand.
- The Office Staff/Headmistress must take the phone **with its base unit** and make their way up the small stairs, through the ICT Room, locking the doors as they pass.
- First aid should lock the doors to the Hall and to the Library, check that the main entrance door is locked, take medical supplies and walkie talkies and then head to Year 2.
- The kitchen should lock their outside door, ensure the Hall exit door is locked and the kitchen door, turn off the lights wait low and out of sight. If needed they should use their internal phone to communicate with the Staffroom.
- The Site Manager must ensure the school gates are locked and playground is clear. In the absence of the Site Manager a member of the Office Team will take on this role.

A teacher should stay by the two landing doors and the year 2 door so children and staff from down stairs can get through the locked doors. Once satisfied everyone is upstairs move into the classrooms, sit on the floor and be as quiet as possible.

NOTIFICATION OF ALL CLEAR

- No one is to move until the all clear is sounded.
- The All clear will be given with the following statement over walkie talkies, over the phone and through closed doors by knocking three times consecutively and repeating the phrase.

'All clear, all clear, Holland House is all clear'

- All children and adults are then to file out of the building in silence and line up outside as they would for a fire drill in order for registers to be taken and all to be accounted for.

Notes

Any pupils with care plans need to have an amendment of any special requirements during lock down.

Annex E – Response to a Bomb Threat

1. Bomb threats are an unfortunate, but not uncommon event in any organisation including schools. Whether the threat is a hoax or real, a bomb threat is a major disruption to school business and a swift, effective and efficient response is required. Note that making a bomb threat, even a hoax, is a criminal activity.

2. In the event of a bomb threat, consider the following response (noting that several of these activities are concurrent):
 - Recipient records details on telephone bomb threat proforma (if phone)
 - Inform emergency point of contact / incident manager
 - Inform Police - Initial Assessment – Lockdown – follow police advice
 - Teachers & staff – ‘housekeeping’ check - report back to Incident Manager
 - Inform staff
 - Staff member to rendezvous (RV) with police officer / PCSO
 - Further assessment / liaison with police / decision by Incident Manager
 - Update staff
 - If decision is to evacuate:
 - ✦ Evacuate to chosen location via selected route
 - ✦ Further search of premises
 - ✦ Liaison with police
 - ✦ Reoccupy or early closure

Annex F – Managing Casualties and Fatalities

1. **Casualties.** In the event of an emergency the key priority is to save life and prevent further injury. Summoning the Ambulance Service immediately is critical. An ability for anyone at the scene to undertake effective first aid may also prove critical in the first few minutes.
2. The Crisis Team should ensure that someone meets the Ambulance and escorts the officers to the scene as quickly as possible. If away from the school, also consider meeting the ambulance if the scene is not directly accessible. As stated, the ambulance service will provide immediate care at the scene and then evacuate the casualty to the nearest A&E department which has space. If there are multiple casualties they will be triaged into Priorities based on their medical condition and again evacuated in priority order. Not all casualties will be expected to go to the same A&E department as they may not have the capacity available to deal with more than a certain number of Priority 1's or 2's.
3. In the event that there are multiple casualties but no obvious cause the ambulance service may adopt a more cautious approach as there could be a threat to themselves and any future attending officers. Possible causes of this may be a gas or chemical leak. Such an approach may require the attendance of Fire & Rescue and Police and may also include mass decontamination of those affected / involved. The ambulance service will record who has gone to which hospital and should be able to provide this information to the school who will need to inform parents / family (e.g. of staff).
4. **Fatalities.** In the event of any fatalities among the school community, the emergency services will most likely be present. The police would treat the scene as part of a criminal investigation and the deceased would need to be formally identified and cause of death confirmed by HM Coroner. With multiple fatalities, this may take some time. Once formally identified the next of kin would be able to view the deceased. The deceased remain at the scene until they are authorised to be moved by HM Coroner.
5. The police have the responsibility for informing the parents / family of the bereavement. They will provide Family Liaison Officers to the bereaved family, whose role is to inform the family of the various processes that are going on (e.g. the identification process, the inquest etc).
6. The impact on the school is that parents will need to be managed carefully and considerately. Parents of injured children would already be being advised to go to hospitals. Parents of children not directly affected might be kept separate from those who are directly affected. Parents of children directly affected but not casualties / fatalities should be reunited as soon as possible. Those remaining are more than likely to have been bereaved and they will need all the care and consideration that can be provided, including a level of privacy according to their wishes.
7. The school Emergency Plan should include:
 - Locations for holding parents and reuniting them with their children
 - A plan for reuniting them (possibly normal collection procedures)

- A process for informing parents which hospital a child has been sent to • Locations for bereaved parents
- A process for keeping parents informed in the event of an emergency away from the school – both on a local trip and a more distant / overseas trip
- A process for informing the remainder of the school community
- A process for engaging educational psychologists to advise on appropriate steps

Annex G – Emergency Closure

1. All efforts will be taken to keep the School open. However, if the School needs to be closed or opening times need to be modified the following steps will be taken:
 - a. **Decision.** Headmistress convenes a meeting after liaising with the Chair of Governors– aiming to make decision on preceding day. If decision is taken to close the School:
 - Parents and staff will be informed by telephone, website or email
 - An answer-phone message is recorded on the main School phone highlighting key facts and requesting parents to check website and emails
 - Reception is prepared to field parent’s questions
 - All school bags to be taken home
 - b. **Staff.** If the school is closed, all staff will be expected to attend unless informed otherwise by the Headmistress, and certainly those living nearby, in order to:
 - To carry out IT portfolio work and planning
 - To co-ordinate work and classroom preparation
 - To research and book school outings and educational visits.
 - Lesson planning.
 - Assist with marketing.
 - In-house training - first aid, child protection, H&S, etc
 - c. **Petrol Strike, Severe Weather or Similar Crisis.** The school will open if:
 - All Health and Safety requirements can be met
 - Sufficient Support, Kitchen staff are available
 - Adequate stocks of food are available in School
 - Sufficient teachers available to enable mixed age classes
 - Larger classes are acceptable: numbers unspecified due to our considerable capacity in the hall
 - Teachers can be redeployed
 - Sufficient children can get to School
 - Staff living beyond immediate area to keep school advised if they can/cannot attend work the following day
 - d. Radio stations can broadcast messages if email is down.