

BURE PARK PRIMARY SCHOOL CRITICAL INCIDENTS AND EMERGENCY PLANNING POLICY

ROLE	NAME	SIGNATURE	DATE
Co-ordinator	Alison Berryman		
Headteacher	Rob Pearson		
Governor	Teresa Lewis		

The aim of this policy is to lessen and manage the effect of a critical incident on the staff, students and parents at Bure Park Primary School. It is anticipated that by adopting the procedures outlined in this policy it will be possible to provide a more secure environment for everyone associated with the School. Every reasonable step will be taken to:

- Prevent or minimise the loss of life and injury to pupils and staff;
- Alert relevant parties, eg. the emergency services, the local authority, parents/carers and school governors;
- Take control at the scene until the emergency services arrive;
- Minimise disruption to the normal daily routine of staff and pupils;
- Support staff, pupils and parents in the aftermath of an incident;
- Ensure effective working with the media.

What is a critical incident?

A critical incident is one which arises suddenly. Critical incidents may occur in school or out of school, but both types will have a major impact on staff and students. An incident might be designated as critical where the result is likely to be serious disruption to the running of the School, or where there is likely to be significant public and/or media attention on the School.

The school recognises that there cannot be a separate written plan to cover every possible emergency. Core staff training includes regular discussions of the steps to be taken in the more common emergencies, including a deliberate act of violence, fire, the destruction or serious vandalism of part of the school or public health threats (eg. meningitis). Where damage to premises is the focus, Oxfordshire County Council will take the leading role in managing the crisis in collaboration with the school and other agencies.

Where the crisis is related to people, such as in the event of a death or serious injury, the assumption is that the School is likely to take the lead, with the support of the LA, as necessary.

Examples of in-school critical incidents

- A serious accident to a child or adult
- The death of a student or member of staff
- A traffic accident involving a student or staff member
- Violence or assault within school
- A school fire or explosion
- Destruction of part of the school building
- Abduction of a student
- A student or students absconding
- An illness such as meningitis within the school or the local community
- Severe weather requiring closure of the school
- Bomb threat
- Terrorist alert
- Aeroplane crashing on or near the site
- Train crash within Bure Park School or community

Examples of out-of-school critical incidents

- An accident to a student or staff member while out of school on a visit or swimming.
- Death or injuries on a school journey
- Tragedies involving children from many schools, eg. the tragedy at Hillsborough Football Ground
- Civil disturbances

In the event of a crisis like this there can be three aspects to deal with at once:

- the critical incident itself
- the impact on your school as a community
- the public impact of the incident, including how it is reported in the media

Practice within school

Individual class teachers have an important role to play in managing critical incidents and may well be the best people to deal with the students in their classes. In times of crises, teachers must react as they feel is appropriate and there can be no easy formula for dealing with critical

incidents. However, by ensuring good communication within School, a crisis may be managed more effectively.

We recognise that planning is essential if emergencies are to be managed effectively. We cannot plan in detail for every possible scenario, but our generic plan ensures that those involved in the initial stages have a firm basis from which to develop their response.

Critical Incidents Team

A central component of this policy is the identification of the composition, roles and responsibilities of the Critical Incidents Team.

The role of the team is to review and direct the handling of the incident and the response and recovery process in order to:

- ensure the safety and security of students, staff, other users of the premises and visitors;
- minimize the loss to the School in physical, human and financial terms;
- manage an incident to minimize disruption to regular operations;
- liaise with appropriate agencies, including the Media.

The Critical Incidents Team will comprise the following personnel:

- Head teacher
- Chair of Governors
- Deputy Headteacher
- The School's designated Child Protection Officer
- School Premises Manager
- Health and Safety/Premises Governor

The Critical Incidents Team will, dependent upon the nature of the incident itself, be concerned with any of the following issues:

- adequate assessment of hazards and situations which may require emergency action;
- analysis of requirements to address these hazards; establishment of liaison with all relevant emergency services; development of an effective management plan;
- dissemination of planned procedures;
- dissemination of information to:
 - all staff
 - parents
 - pupils
- communications to:
 - Chair of Governors and Governing Body
 - LEA
 - Media

- organisation of practice drills to test the plan;
- annual review of this Policy
- assisting the Headteacher with all aspects of the implementation of the plan;

Procedures during an incident

1. The Headteacher or Deputy Headteacher must be informed of any critical incident as soon as possible.
2. As soon as an incident is confirmed, the Critical Incidents Team will meet to decide strategies.
3. Arrange for staff directly involved to meet with the enforcement agencies (Police, HSE and /or Environmental Health). Emergency Manager to be present and meeting to decide what information will be released to the media, parents and governors.
4. Call a meeting for staff:
 - to give facts about the incident
 - to outline what support is available to staff
 - to plan with staff how and what they can tell other people and pupils about the incident
 - to prepare a statement for them to use.
5. Arrange for Support Agencies to come into school to support those colleagues directly involved.
6. Ensure that pupils not involved in the incident are informed, in small groups.
7. Make appropriate arrangements for Emergency Agencies to interview staff/pupils. Ensure that pupils are accompanied by a parent or senior member of staff.

ACTION PLAN

Major incidents require the following procedures:-

1. Assess the situation – (*see Appendix B*)
2. Notify Headteacher or in his absence Deputy Headteacher.
3. Convene the Critical Incidents Team. (*see Appendix A*)
4. Inform immediately the Chair of Governors and OCC Director for Learning and Culture. (*see Appendix A*)
5. Collect, record and convey as much accurate information as possible.
6. Identify two telephonists to staff:
 - school phone for incoming calls
 - mobile phone for outgoing information/staff use
7. Office area, if appropriate, to be used for enquiries
8. Use the up to date list of students' next of kin (record files) and contact parents of affected children.
9. Record all actions
10. Headteacher, alone, to act as 'press officer'. Do not speak to the press or media. It is important that the Director for Learning and Culture in the County Council's Public Relations Unit should undertake such communication. In any case employees will most probably be involved in more activities during any emergency.
11. Refusal of access to press/television on school premises.

ACTION PLAN TIMING

Action	Timescale
Obtain factual information at the start	Within hours
Senior Staff meeting with support personnel	Within hours
Advise Director of Education	Within hours
Convene the Critical Incidents Team	Within hours
Contact families	Immediately
Call a staff meeting to give information	Same day if possible
Inform students in small groups	Same day if possible
Arrange a debriefing meeting for staff involved	Same day if possible
Arrange a debriefing for students directly involved	Same day if possible
Identify high risk students and staff	Following day
Promote discussion in classes	Following days and weeks
Identify the need for group or individual treatment	Over days and weeks
Organise counselling	As required
Mark anniversary (discreetly)	Annually

INCLEMENT AND SEVERE WEATHER RESULTING IN CLOSURE OF THE SCHOOL/BEFORE SCHOOL OPENS

In the event of severe weather requiring closure of the school, the Headteacher will contact the Chair of Governors as a first point of call to assess the weather conditions locally. In the unlikely event of closure, the Headteacher will contact the Deputy Headteacher and Premises Manager who will disseminate all information to their staff.

The Premises Manager will contact the local radio stations to broadcast the school closure. All parents and staff are also advised to check the Learning Platform website for information which will be posted accordingly.

DURING SCHOOL HOURS

In the event of severe weather requiring closure of the school whilst students and staff are on the premises, the Headteacher will assess the local and surrounding area weather conditions.

The Headteacher will contact the Chair of Governors to consent to the closure of the school.

Each class teacher and/or Teaching Assistant will contact all parent of children in their class for the child to be collected as soon as possible. Once the safety of the students has been secured, the staff who have longer commuting distances will be given the opportunity to leave, ensuring all children have appropriate supervision. All staff and parents will be advised to check the Learning Platform website for information.

IN THE EVENT OF A MAJOR EMERGENCY/FIRE ON OR AROUND THE SCHOOL SITE THE FOLLOWING ACTIONS SHOULD BE TAKEN:

1. The Most Senior Member of Staff will take over as the Emergency Manager. When the school is not occupied, this may be carried out by a member of the Governing Body.
2. An assessment of the situation should be quickly made (*see Appendix B*)
3. Contact Emergency Services.
4. Give Emergency First Aid (See list of trained people in the School Office).
5. If appropriate, evacuate the building as if there was a FIRE using the continuous fire bell. Procedures and evacuation routes are displayed in each room within the school.
6. The children should be kept together in class groups in the normal assembly point for fire practice. Nobody should re-enter the building for any reason.
7. If the normal assembly points are deemed dangerous then the children should be taken to the nearest safe point in the school grounds. The Fire Marshall will converse with the Headteacher and direct safe evacuation of building and area.
8. In the event of the whole area becoming unsafe (eg. an aeroplane crashing on the site) then instructions will be given by the Emergency Manager and Fire Marshall where to evacuate the site. The children should then be taken as safely as possible to the large playing field situated behind the children's park on Lucerne Avenue. Evacuation should NOT cross roads.
9. No child should leave the care of the teacher or appointed adult in charge of the class except in the company of a parent.
10. Where possible the parents will be contacted by the Emergency Manager and advised of the best course of action.
11. The LA, Chair of Governors and members of the Governing Body also need to be contacted as soon as possible.

APPENDIX A

KEY TELEPHONE NUMBERS OF KEY HOLDERS

Headteacher	Rob Pearson	H - 01865 331387	M - 07736 968476
Deputy Headteacher	Yvonne Hewson	H - 01993 832418	M - 07941 697935
Child Protection Officer	Pam Cotter	H -	M - 07986 168265
Premises Manager	Gill Bell	H - 01993 812896	M - 07870 504735
Premises Governor	Teresa Lewis	H - 01869 249762	M - 07774 527153
Local Teacher Representative	Heidi Batram	H - 01869 320811	M - 07769 507202
Chair of Governors	Oliver Wright	H - 01869 247626	M -
Fire Station	999		
Police Station	999		

- Oxfordshire County Council Director for Learning and Culture 01865 815122
- School 01869 354059
- Oxfordshire CC 24hr Major Emergency 01865 379789
- Oxfordshire Incident/Emergencies Planning Unit 01865 815431
- Oxfordshire CC Public Relations 01865 815619
- Emergency Services 999
- Bicester Police Station 0845 8505505
(ring this number and ask for Bicester Police Station)
- Radio Stations
- Fox FM VHF/FM 102.6 – 01865 871009
- BBC Radio Oxford VHF/FM 95.2 – 01865 889099
- Hilary Hatton – 01865 816454
- Monika Massiah – 01865 816453

If any difficulties arise with the Closure of the School, please contact the School Organisation and Planning Team (SO&P)

BOMB THREAT MANAGEMENT

STAFF

Staff have responsibility:

- To know what to do in the event of a bomb threat and take appropriate action.
- To know what to do if a suspicious package/letter is discovered and take appropriate action.

PROCEDURE INSTRUCTIONS

1. INSTRUCTIONS TO STAFF IN THE EVENT OF A BOMB THREAT ALERT

These instructions set out the procedure to be adopted in the event of a bomb threat becoming apparent in any of the School buildings or properties.

All actions resulting from a bomb threat will be co-ordinated by the Headteacher or, in his absence, Deputy Headteacher.

2. DEALING WITH TELEPHONE WARNINGS

Terrorists, militants, extremists (eg. Animal Rights etc) frequently, but not always, give telephone warnings of bomb explosions. So, unfortunately, do hoaxers whose threats are empty. A warning may be received that any part of the premises are at risk. In such cases we will have to decide how to respond. In particular we will have to decide whether to evacuate the premises. In all cases, whether or not the person receiving the call considers the threat to be credible, they should:

- Telephone the Police immediately
- Search the premises
- Consider whether to evacuate the premises

IN ALL CASES IT IS IMPORTANT TO TELEPHONE THE POLICE IMMEDIATELY WITH DETAILS OF THE CALL.

Responding to warning calls often involves making difficult decisions. What is often overlooked, however, is how important and yet how difficult it is to obtain the maximum amount of useful information from the call. The following advice is designed to help in this.

- Keep calm
- Try to obtain as much information as possible from the call

- Make a note of the details on the caller display or use the '1471' facility, if available

REPORT THE CALL TO THE HEADTEACHER OR IN HIS ABSENCE THE DEPUTY HEADTEACHER

Obtaining information

The caller may ring off immediately after giving the message, but, whoever takes the call should, nevertheless, try to get a response to the questions on *Appendix C* and write down the answers.

In all cases where a bomb threat is received, the Headteacher, or nominated Deputy should immediately inform the Police and advise them of what action is being taken.

APPENDIX C

ACTION TO BE TAKEN ON RECEIPT OF A BOMB THREAT

RECORD THE EXACT WORDING OF THREAT

ASK THESE QUESTIONS

- a. Where is the bomb right now?
- b. When is it going to explode?
- c. What does it look like?
- d. What kind of bomb is it?
- e. What will cause it to explode?
- f. Did you place the bomb?
- g. Why?
- h. What is your name?
- i. What is your address?
- j. What is your telephone number?

RECORD TIME CALL COMPLETED

WHERE AUTOMATIC NUMBER REVEAL EQUIPMENT IS AVAILABLE, RECORD NUMBER SHOWN – USE THE ‘1471’ FACILITY IF AVAILABLE

INFORM THE SENIOR MANAGER/NOMINATED DEPUTY

Name and telephone number of person informed

CONTACT THE POLICE BY USING THE EMERGENCY TELEPHONE

NUMBER 999

Time informed _____

THIS PART SHOULD BE COMPLETED ONCE THE CALLER HAS HUNG UP AND POLICE/SENIOR MANAGEMENT/NOMINATED DEPUTY HAVE BEEN INFORMED

Time and date of call

Number at which call is received (that is your extension number)

ABOUT THE CALLER

Sex of caller? – Male/Female?

Nationality?

Age?

THREAT LANGUAGE (circle)

Well-spoken

Irrational

Taped

Foul

Incoherent Message read by threat-maker

CALLER'S VOICE (circle)

Calm

Crying

Clear throat

Angry

Nasal

Slurred

Excited

Stutter

Disguised

Slow

Lisp

Accent

Laughter

Hoarse

If the voice sounded familiar, who did it sound like?

What accent?

BACKGROUND SOUNDS (circle)

Street noise House noise Animal noises Crockery Motor Clear Voices

Static PA System Music Factory Machinery Office Machinery

Others (specify) _____

LOCKDOWN PROCEDURE

What is a lockdown?

A lockdown is implemented when there is a serious security risk of the premises due to, for example, near-by chemical spillage, proximity of dangerous dogs, attempted access by unauthorised persons intent in causing harm/damage.

Reasons for a lockdown to be initiated:

- An out of control student who is a threat to the safety of our students, staff, or himself/herself;
- Someone who has a gun or weapon;
- An intruder
- Hazardous chemical outside the building;
- A weather related event

How will I know a lockdown is occurring?

You will be notified by the sound of three short bursts of the fire alarm being sounded in the corridor.

The alarm is situated near the office and will be activated by office staff. An office staff member will also phone the mobiles to alert them of the nature of the lockdown.

LOCKDOWN PROCEDURES

1. If you hear the “LOCKDOWN” alarms:
 - b. Everyone is to stay where they are.
 - c. **Classroom teachers** are to:
 - i. Quickly glance outside the room to direct any students or staff members in the hall into your room immediately.
 - ii. Lock all external and internal doors
 - iii. Lower or close any blinds
 - iv. Place students against the wall, so that the intruder cannot see them looking in the door. Look for the a possible ‘safe corner’
 - v. Turn out the lights and computer monitors
 - vi. Keep students quiet.

Note: All staff members should locate and hold on to their class register prior to turning out the lights. This will aid in accounting for all students should an evacuation be necessary.

- d. Physical education classes being held in the gym should move into the community room and/or kitchen, lock all doors, and find a safe area.
 - e. If students and teachers are outside the school building, they should stop, drop and remain still.
 - f. If teachers and students are in the toilets, they should move to a cubicle, lock it and stand on the toilet.
 - g. Anyone in the hallway should move to the closest classroom immediately.
 - h. Kitchen staff should stay in the area they are in, secure the doors and turn out the lights.
2. The Headteacher and/or Fire Marshall will signal all personnel if the lockdown has been lifted by ringing the school handbell.
 3. If an evacuation occurs all persons/classrooms will be directed by a Police Officer or Headteacher to a suitable safe location. Once evacuated from the building, teachers should take the register to account for all students present in class.

DO NOT ATTEMPT TO MOVE UNTIL YOU HAVE HEARD THE SIGNAL THAT THE LOCKDOWN HAS BEEN LIFTED (BY RINGING OF THE SCHOOL HANDBELL).

UNACCEPTABLE PARENTAL BEHAVIOUR WHILE ON THE SCHOOL SITE

The following course of action will be used, when appropriate, in order to deal constructively with these instances:

1. Two verbal warnings

followed by

2. A written warning

followed by

3. Collection of the child from the Reception area

followed by

4. Hand-over of the child at the school gate

If a parent displays violent behaviour, appropriate additional strategies will be put in place in order to leave the school building.