



Hydesville Tower School

(UK) CRITICAL INCIDENT MANAGEMENT PLAN

Part of Cognita Schools Ltd

Current CIMP Initiation Date:	September 2015
Next CIMP Review Date:	September 2017
Next Full “Live” Test Planned:	September 2017



Critical Incident On-site School Operations Room Location:

Room/Location: Headmaster's Study

Security/Access: Lockable office; Key owned Site Manager (on CIMT)

Critical Incident Off-site School Operations Room Location:

Room/Location: Headmaster's House: 35 Broadway North

Safe House Location: Headmaster's House 35 Broadway North

Security/Access: Site manager holds key (on CIMT)

If unsuitable, situation will be assessed, and house of CIMT member will be used.

CRITICAL INCIDENT MANAGEMENT PLAN

BEFORE, DURING AND AFTER THE EVENT

The fundamental objectives of the Critical Incident Management Plan are:

- To identify threats to key activities and to assess their likely impact
- To establish clear procedures for dealing with incidents that occur on, or away from, the school premises
- To ensure **EDUCATIONAL CONTINUITY** by putting in place strategies that will enable the normal routines of the school to be re-established with as little disruption and delay as possible

This section of the policy considers three aspects of critical incident planning:

- **Preparation** – steps to take in anticipation of the possibility of an incident
- **Response to the Incident** – this is dealt with in greater detail in the second [policy] section of the plan and its emphasis here is confined to broad principles
- **After the Incident** – how do we ensure the continuity of our service and deal with the consequences of the incident

1. PREPARATION

The following issues are dealt with in the main policy section of this document:

- The composition of a **Critical Incident Management Team**
- The detailed description of **individual and corporate responsibilities**
- **Emergency internal and external communications**
- The compilation and publication of a **Telephone Tree**
- Raising **staff awareness**
- **Communication with the Media**

These are practical steps to be put in place by all schools. Under the banner, '**Understanding Your School**', the Critical Incident Management Team/ Committee must consider the following:

- The identification of key **activities and assets** that may be threatened by a critical incident
- The **type of incidents** likely to occur, the probability of their occurrence and the **threat** that they present to the school's key activities
- The **risk** to the school's educational and financial viability and reputation that is presented by particular types of incident and the **impact** of any incident upon the school's life
- The factors (internal and external) upon which the school's continuity of provision depends

Activities and Assets

The table below provides an example of the key activities and assets that each school might identify, and notes some of the potential threats to be considered:

Activities	Assets	Threats
Teaching	Students	Incidents affecting students
Nursery/Early Years	Teachers	Accidents
Sport	Classrooms	Fire/explosions
Trips/holidays	Laboratories	Illness/epidemics
Day time care provision	Library	Computer viruses
Boarding	ICT support	Violence to staff
Out of hours operation	Visitors & Contractors	Incidents at night

The list of potential threats above cannot be comprehensive for the examples given, and each school must take careful account of its local conditions.

The types of incident that might befall a school are noted in **Section B – Worst Case Scenarios** of the main policy. Schools should conduct a probability assessment for each:

Probable 4	Event will probably occur in most circumstances
Possible 3	Event <u>should</u> occur at some time
Unlikely 2	Event <u>could</u> occur at some time
Remote 1	Event may occur only in exceptional circumstances

From this should follow an assessment of the **risk** presented by the occurrence of a given incident:

High 4	<ul style="list-style-type: none"> • Buildings and site out of commission in foreseeable future • Loss of service provision capability • Major financial loss • Death or serious incidents affecting students or staff • Loss of image
Moderate 3	<ul style="list-style-type: none"> • Significant damage to buildings and site • Significant financial loss • Temporary loss of service provision • Serious impact on public perception
Low 2	<ul style="list-style-type: none"> • Some parts of buildings and site unavailable for use • Medium financial loss • Some impact upon delivery of service • Temporary impact upon image
Minor 1	<ul style="list-style-type: none"> • Little or no damage to buildings • Low financial loss • Impact of event absorbed without detriment to performance or image

At the same time, the school should consider:

- What are the threats to our **key activities and assets**?
- What are we doing to reduce either the likelihood or severity of the threat – link here to regular cycle of **Risk Assessment**
- How do we monitor the effectiveness of existing control measures?
- Are there additional risk mitigating measures that we can employ?
- Who is responsible for their implementation?

A critical incident is likely to have a three-fold impact:

- **Operational**
- **Financial**
- **Reputation/Morale**

Following any incident, there will be a **recovery period**; there will also be a **‘crunch point’** at which the consequences of the incident may begin to impact adversely upon the school. If the school has planned carefully in anticipation of an incident, the crunch point may be avoided, or delayed by virtue of a reduction in the recovery period because the school has been able to follow carefully established procedures prior to, during and following the incident.

General Considerations

The school needs to take account of the following issues in planning for the possibility of a critical incident on-site:

- **Media and communication issues.** This is a major part of any recovery planning and, if not handled correctly, will have a major impact on the reputation of the school and potentially the group of Cognita schools. The plans need to address the communications in 4 phases:
 - **Emergency contacting of the parents**
How will the school contact the parents/guardians in an emergency?
If the school systems are down what alternative methods can be used?
 - **Contacting Cognita concerning media communication**
Has the school agreed who will contact Cognita?
Does this person (and their Deputy) have the emergency contact numbers?
(available immediately if the school is evacuated)
 - **Contacting staff**
Does the school have up to date staffing emergency contact numbers?
Has the school agreed “deputies” for key members of staff (incl. CIMT)?
 - **Ongoing communication issues:**
Ongoing communications to parents and others:
How? Meeting points on site/web/phone/recorded message/updating sheets, etc. How often?
Ensure all information is disseminated from one source
Do you need a helpline or other information dissemination methods?
Maintaining the accuracy of the information disseminated is vital; therefore a central point for information is important
Who else to contact inside and outside the school and do we have the contact details off site?
If your systems are down what other communication can you use?

- **Emergency evacuation procedures.** These should be well established in a school but we need to consider where the pupils can be housed for a few hours until the parents can collect them. Also how will we contact the parents? Remembering that refreshments and warm clothing maybe required.
- **Contacting your Critical Incident Management Team.** How will this be undertaken outside school hours. We need to identify two alternative meeting areas one inside the school and one external. Both areas must have access to telephones.
[Please note section for details on this at the front of this document]
- **Relocation arrangements.** Firstly it will be using the remaining facilities to the best advantage, if none remain then we will need to investigate other options such as other Cognita or separate private schools. Also the local authority may help in an emergency. – this will not be possible for all schools, but those in the same broad geographical area might consider how, in the immediate short-term, accommodation and/or teaching might be shared with a neighbouring school. Can the local LEA be of assistance?
- **IT/Telecommunication/Data Recovery.** For larger schools a plan will need to be prepared for these aspects.
- **Data Protection** – we must ensure that steps are taken to ensure the security of all sensitive information in the event of a requirement to move off-site
- **Insurance/costs** – issues relating to potential claims against insurance and any costs accrued in the course of managing the incident are tracked and accounted for (see Section 8 of Plan – Specific Responsibilities)
- **Emergency Equipment** – equipment such as fire extinguishers, fire escapes, fire alarms, first aid kits are regularly checked and/or serviced and other equipment such as fire blankets or emergency thermal blankets are available (the last mentioned would also have application for trips away from the school site)
- **Child Protection/Health and Safety** – the requirement to move to alternative accommodation will require risk assessment to ensure that areas that have not previously been assessed or new temporary activities are addressed. Specific attention must be given where required to the very young or vulnerable pupils and/or children under the care and supervision of the school, including the provision of evacuation cots etc. The school must ensure adequate preparation is given to the risk assessment for any relocated areas planned for use should the site be fully evacuated, including the provision of first aid/medical care and security matters such as the DBS status of any temporary helpers being considered etc.
- **Key Documentation** – provision must be made for all key documents to be taken from the site in the event of emergency e.g. telephone tree; registers; site plans; contact numbers for suppliers, trades-people, H&S Executive, local authority; asbestos register
- **Salvage Plan** - It is useful to prepare a Salvage Plan identifying key areas such as key equipment, key documentation, etc.

2. DEALING WITH THE INCIDENT

More detailed procedures are again dealt with in the policy section. In broad terms, the following must be given priority:

- Safety of students and staff
- Safety of visitors and contractors on site
- Liaise with the Emergency Services
- Invocation procedures – planned strategies set out in the policy are invoked
- Identified spokesperson [Chief Education Officer] fully briefed and available
- Press statements issued on regular basis
- Parents, pupils and staff kept fully informed
- Crisis Log maintained as evidence base and for future reference

3. FOLLOWING THE INCIDENT

The key priority following an incident is to ensure educational continuity. Teaching and learning must go on. Following an incident, we may not be able to do everything that was formerly done; initially, we may not want to do everything that was formerly done.

The school must:

- Prioritise remaining assets
- Prioritise pupil needs [e.g. examination groups]
- Make best use of remaining accommodation
- Have arrangements in place for alternative accommodation e.g. portable classrooms, reciprocal arrangements with neighbouring schools, LEA contacts
- Consider how the loss of essential services might be replaced e.g. an electricity generating capacity
- Arrange for emergency telecommunications capacity, if required
- Have an alternative ICT capacity to cover key functions
- If only part of the school is destroyed you will need to maintain the administration and teaching in the remaining buildings

The phase of recovery involves the re-establishment of control or possession, putting the school back together after the event. This will require:

- The re-establishment of support functions – administration, utilities, catering, IT etc
- Re-building or replacing lost assets
- Established links with suppliers, contractors, local authority and H&S executive

The Critical Incident Management Plan must be developed upon these principles by each school, enabling them to move from recovery to resumption, the point at which there is a recognition that the recovery phase is over and things have returned to their former state- in as much as this can ever be wholly possible.

Should the school have to deal with a critical incident, it is assumed that the appropriate lessons will be learned from the experience and that plans are always up-dated in anticipation of a possible repeat.

CRITICAL INCIDENT MANAGEMENT PLAN

PRE-AMBLE AND POLICY SECTION

A. Rationale

This plan addresses the need for a school to be prepared for, and to cope with, a traumatic incident. Such events, whilst mercifully rare, are usually unpredictable, and arguably, the strength and success of a school may in part be judged by how well it prepares for, responds to, and recovers from, such traumatic incidents. This document seeks to ensure that everyone is aware of their responsibilities in the event of an emergency taking place either on, or away from, the school site. It sets out the channels of communication to be used in such an emergency.

B. Worst Case Scenarios

The school must be able to react to a wide variety of possible emergencies. There is perhaps a greater likelihood of the incidence of some of those situations listed below, but the school should always take account of the worst case scenario:

- Site disasters
- Off-site disasters
- Off-site hazards
- Death/serious injury of pupils/staff
- Hostage taking
- Missing or abducted children
- Intruder access
- Damage by fire (arson on school sites is increasingly common)
- Water/storm damage
- Explosion
- Bomb scare
- Adverse media attention
- Strike action
- Vandalism impacting school operation
- Failure of services – gas, electricity, water and sewage
- Failure of computer systems/ loss of management and academic data
- Theft of vital equipment
- Loss of student work (particularly examination work) through any of the above
- Contagious diseases (Legionella, salmonella, meningitis, influenza)
- Loss of key personnel
- Serious accidents to staff and/or students away from the school site
- Assault upon member of staff or student
- Incidents affecting boarding accommodation
- Denial of access to premises e.g. damage to neighbouring properties; chemical spillage
- Use of transport and safe on-site vehicle/pedestrian separation
- Disruptions to the transport system
- Other factors e.g. changes to the charitable status of schools; changes to the political system; major economic slump

The effect of any of these incidents could be to close the site (or parts of the site) for unspecified periods of time. The plan considers how disruption might be kept to a minimum by the provision of:

- Suitable alternative premises (priority use of any accommodation left undamaged by the incident; temporary classrooms, toilets etc; sharing arrangements with nearby schools). Thought should be given here, for example, to the ease with which portable classrooms could be moved on to the school site
- Alternative furniture and equipment e.g. through LEA or suppliers of furniture for major functions etc
- Alternative catering arrangements
- Facilities for the duplication and storage of critical records

C. Response to a critical incident

The impact of a traumatic event on a school can be devastating, its consequences far reaching. The longer term effects upon the 'psychological health' of the school can be severe and persistent. However, if a school is supported through a tragedy and, in turn, support is given to pupils, staff and parents, then psychological distress may be minimised. It is essential, therefore, to plan in advance a strategy for dealing with critical incidents, and planning should involve all the constituencies that comprise the school community. Appropriate community-based agencies and representatives might also be usefully included – social services, counsellors, local churches. If a crisis does occur, the plan can be swiftly put into action. An involvement of the wider community may be of great help at those moments when staff themselves may be neither physically nor emotionally able to provide support and attention when it is most needed.

The school is also aware of the potential of a critical incident to impact upon the continuity of its provision, and of the consequent loss of confidence that this could bring about. The plan therefore considers not only its immediate response to an incident, but also some limited aspects of longer term recovery from the consequences of that incident.

In the event of an emergency, anyone becoming aware of the circumstances must inform the Head Teacher or other senior member of staff immediately. **It must never be assumed that the Head Teacher knows of the situation already.**

In the event of a serious incident the school must be aware of the three key staffing aspects:

- a) Limit the hours in a day that staff work on the incident
- b) Monitor staff to ensure that they are not becoming 'stressed' by the incident or the extra amount of work they are undertaking
- c) If only part of the premises are affected by the incident, staff resources will need to be split between responding to the incident and maintaining the running of the school.

D. Preparation

Incidents involving young people inevitably evoke high levels of anxiety. Providing for the therapeutic needs of those involved is crucial in ensuring that the long-term effects of trauma can be lessened. Evidence has tended to show that if specialist support is offered following a disaster it is appreciated and valued by those directly involved and those more peripherally affected. The training of staff to be able to respond appropriately in emergency is of the utmost importance.

All staff are required to read this document, where required by the school to keep an up to date copy safely at home and also to be aware of the whereabouts of copies in the school. **It is the responsibility of each class teacher to ensure that the names and contact details for all**

pupils in their class are kept up to date in the attendance register. A copy of those details should also be kept in a safe of-site location and in a manner that can be easily recovered (please be aware of the need to comply with the Data Protection Act).

E. Action

Hydesville Tower School has taken the following steps to ensure that we are prepared should a major incident occur:

- 1 A **Critical Incident Management Team** has been selected to deal with any incident. Details below of CIMT contacts and their emergency numbers:
 - a) Central Cognita Team (please note details at the beginning of this document)
 - b) School CIMT Escalation numbers (please note details at the beginning of this document)
 - c) Bursar/Admin. (Peter Jeffery: School CIMT)
 - d) Nominated site services contact. (John Ison: CIMT)
 - e) Other members of the SMT and other nominated school contacts as appropriate (As listed on CIMT)
- 2 **Meeting Areas.** Two areas must be identified where the **Critical Incident Management Team** can meet. For large schools both can be on site, for smaller schools and, preferably also for larger schools, one must be off site. Remember that all meeting areas must have communication and other facilities.
- 3 A **Critical Incident Management Plan** has been drawn up and distributed Please note this must be reviewed every year and also when there has been a substantial change to the school operation and/or facilities.
- 4 A **Critical Incident Management Team** has been set up to make sure that the Plan and Team membership remain up to date and include input from all the appropriate people such as the following:
 - a) CIMT
 - b) Health and Safety Officer
 - c) Fire Precautions Officer/Marshal
 - d) First Aid Appointed Person
 - e) Site Asbestos Register Holder
 - f) School Transport Manager
 - g) School Catering Manager
 - h) Site Facility Contact (if not included above)
- 5 Local and regional resources for support have been identified

CRITICAL INCIDENT MANAGEMENT PLAN

1. Distribution

Acting Head Teachers (and other members of the CIMT)
Senior Management Team
Head's/ School Secretary
School Office
Health and Safety Officer
Site Manager/ Caretaker
All teaching staff, LSAs and PSHCE Co-ordinator
Nursery Nurses and School Matron
Administrative, catering and Maintenance staff
Staffroom
Cognita Central Office ([copies for DoEd's PA and the Facilities Team](#))

2. Responsibilities

Critical Incident Management Team

- Team Leader / Co-ordinator (Acting Head Teacher)
 - Consider need for evacuation ('on-site' incident)
 - Distant site liaison ('off site' incident)
 - Command and manage the CIMT
 - Senior staff liaison
 - Parent Announcements (in coordination with Parent Liaison contact if different)
 - Brief CIMT on a regular basis
 - Ensure that key communication with central office is working
- Communication Co-ordinator (with central office) if separate from Head Teacher
 - Ensure central office key personnel are informed of incident
 - Ensure regular updates are timely and informative
 - Provide a controlled media response liaison with central office
 - Able to provide basic facts on school
 - Monitor local radio broadcasts and press
- Welfare Representative
 - Maintain an overview of movements of staff and students away from the school
 - Co-ordinate the provision of welfare assistance in school and to external locations (i.e. hospitals)
 - Liaise with school doctor, hospitals, ambulance service etc.
 - Arrange counselling for staff and students (if required)
- Parent Liaison
 - Liaise with and brief school relatives (as required and in conjunction with the Communication Co-ordinator)
 - Locate personnel records of affected students
 - Brief staff on the incident (in conjunction with Head Teacher)
- Site Health & Safety Representative
 - Liaise with the emergency services

- Ensure all site evacuation and immediate post incident health & safety procedures have been followed (in conjunction with nominated officers (i.e. Fire Safety Responsible Person)
 - Ensure that the school buildings and grounds are secure
 - Ensure safety of staff, students and visitors in school grounds
 - Ensure that all visitors to school are met and escorted
 - Liaise with contractors
 - Liaise with H&S Executive, Local Authority, GP's, environmental health on medical site issues, such as decontamination of kitchens etc.
 - Ensure that central Facilities Team are kept updated and provide Building Manager with specialist information noted on incident
- Legal, Insurance and Finance Representative (Bursar)
 - Liaise with central insurers (in liaison with central Facilities Team), accountants, bank and solicitors (in liaison with central Management Accountant)
 - Preserve evidence and prepare for later inquiries
 - Take legal record of proceedings (interview witnesses, take photographs, written inventory of damage etc.)
 - Organise replacement equipment and secure storage of salvage
 - Account for costs
 - Liaise with local and other relevant regulatory authorities concerning all issues of general compliance (in conjunction with Site Health & Safety Representative)
 - Provide for incident administration to ensure CIMT are resourced during and immediately after the incident
 - Video or photograph the scene

These roles are described in further detail within this plan.

3. Telephone 'Tree'

To deal with an incident that requires all parents to be informed promptly e.g. an overnight fire requiring the school to be closed, a telephone 'tree' should be in place that sets out clearly the responsibilities of all involved in communicating news of the incident. **Details of the 'tree' should be listed at this point in the plan.** The plan should also carry all staff telephone numbers.

The School will use various messaging formats, which may involve the use of a SMS text information system, telephone messaging etc. Cognita or the School by prior agreement, may also use the media and we should aim to set up an area of the School web site, or if the school website is not available, using either the Cognita or a third party's website, where more detailed information can be provided as soon as practical.

As a branch of the telephone 'tree', **deliver your message briefly and clearly; relay only the facts; do not stop to discuss details; DO NOT leave important messages on answer-phones**

To use the media to make initial announcements i.e. closure of the school and contact numbers for parents, please ensure you contact Cognita for prior approval.

School Contact Telephone Tree details:

- (a) Acting Head :Gill Whitehouse
[0121 3130126, 07796 457746] OR
- (b) Acting Head Kam Nijjar
[01922 640016, 07734 438975]

Headmaster notifies: Peter Jeffery [07753 111639]

- (c) Gill Whitehouse
[0121 3130126, 07796 457746] OR
 - (d) Kam Nijjar
[01922 640016, 07734 438975]
- John Coleman (ADE) [07979 701493]

Peter Jeffery notifies:

Sarah Archer [07968 723063]
John Ison [01543 254789, 07970 010671]

Gill Whitehouse or Kam Nijjar notify other SLT as appropriate:

Christine Phillips
[01922 624545, 07790 717079]
Manjit Chand
[0121 649 5426, 07721 063961]
Sam Smith [01902 744280, 07720 388334]

A separate spreadsheet containing all contact details for staff employed at Hydesville, as well as peri staff and third-party contractors is held. Hard copies of this file as issued with hard copies of this document.

4. Evacuating the buildings

In the event that the buildings need to be evacuated, procedures for fire drills should be followed. Pupils line up in designated assembly area(s), as for fire drills, to be checked.

An incident may be of such magnitude that evacuation of the whole site is indicated. If this were to become necessary, pupils and staff would move to:

Fire Evacuation Site: Walsall Arboretum

School would use the rear Arboretum exit to evacuate to the Arboretum. If this access was restricted the school would coordinate a walk up the street (Broadway North) to the Arboretum entrance. Staff would stop traffic to ensure safe evacuation. If the evacuation is prolonged then arrangements will be made to locate to the Arboretum Visitor Centre

Bomb Threat Evacuation Site: Walsall Arboretum Visitor Centre

School would use the rear Arboretum exit to evacuate to the Arboretum. If this access was restricted the school would coordinate a walk up the street (Broadway North) to the Arboretum entrance. Staff would stop traffic to ensure safe evacuation.

[If the site is of sufficient size, alternative reception areas can be designated, otherwise an alternative 'receiving area' of sufficient size will need to be investigated – and sufficiently close to the school – may be very difficult; local churches, sports centres etc are sometimes prepared to offer emergency facilities, and efforts should be made to effect such arrangements if at all possible]. Consider the effects of inclement weather in the event of staff and pupils being evacuated to exposed outdoor areas for a protracted period.

5. Implementation of the Plan

a. Incident on school property during school hours

The procedure at the school for calling the emergency services is:

The Business Manager or Site Manager will call the emergency services. In the event of an extreme emergency, possibly involving the incapacitation of the aforementioned, any member of staff should use their common sense to summon the assistance of the emergency services.

In the event of an extreme emergency, possibly involving the incapacitation of the aforementioned, any member of staff should use their common sense to summon the assistance of the emergency services.

The Head Teacher or deputy will authorise the evacuation of the buildings as necessary (fire bells to be sounded).

Staff and pupils will line up at their designated assembly points, as for fire drills.

b. Incident on school property out of hours

The circumstances of individual schools will clearly be important here e.g. is there a resident site manager/caretaker; are alarms linked to police/fire services.

In any event, the school must have a number of designated **key holders** able to be contacted by the emergency services as necessary.

If the school does have a resident caretaker, then he/she will contact the emergency services and the Head-teacher. Site Manager/Caretaker or Head Teacher will shut down all gas and electricity supply if it is safe to do so.

If there are no resident staff, it is likely that the emergency services will contact the Head Teacher [and/or nearest key holder] to inform them of the incident. On the basis of advice from the emergency services, the Head Teacher must decide whether to invoke the **Critical Incident Management Plan** e.g. there has been a fire that will necessitate the closure of the school site; parents must be informed before the start of the next day's school session; Head Teacher contacts senior staff to set the plan in motion.

The key holders for Hydesville Tower School are:

John Ison, Site Manager
[01543 254789, 07970 010671]

Peter Jeffery, Business Manager
[07753 111639]

Acting Head :Gill Whitehouse
[0121 3130126, 07796 457746]

Acting Head Kam Nijjar
[01922 640016, 07734 438975]

c. Incident on a school trip

Every school must have a policy for the conduct of school trips. Every trip must be run strictly in accordance with that policy and must have a designated leader. The names of all those going on a trip must be entered on the "EVOLVE" school trip management system.

The Cognita external "Target 100" system; <https://secure.target100.com/v5/Login.aspx> has a copy of the **Learning Outside the Classroom policy**, which must be consulted. The party leader is responsible for all aspects of the planning of the trip, undertaking risk assessments, including ensuring that all passengers of transport wear seat belts and maintain good discipline throughout the trip. **The party leader must have access to a reliable mobile phone at all times.**

Incidents occurring on school trips might range through a temporarily lost child, minor accident, food poisoning, serious accident or fatality. If either of the last mentioned occur, or any other serious incidents, it is possible/likely that the media will be involved.

The responsibilities to be taken in the event of a major incident on a trip are set out in the Emergency Action Check List that is appended to this document [CIMP FORM B], also the Cognita SIRF [Serious Incident Reporting Form] must be completed [note separate form and guidance for this]. Further the Group Leader and Head Teacher should also take the following school approved actions:

The Group Leader, as soon as practical, informs the designated point of contact at school and the Head Teacher is notified of the nature of the incident, injuries, names of students, staff injured/safe and any other relevant information.

The Critical Incident Plan is then utilised as appropriate.

Group Leader

Action	Completed
As soon as is practical after the incident, and in conjunction with the Head Teacher, identify alternative phone numbers at school and at off-site base, as designated lines may quickly become jammed	
The Group Leader, as soon as practical, inform the Head Teacher of the nature of the incident, injuries, names of students, staff injured/safe and any other relevant information.	
Again as soon as is practical, complete a written record of the incident	
Liaise with Head Teacher to ensure that insurers and H&S Executive are informed, as may be relevant.	
Ensure that no member of the group discusses or admits legal liability	

Head Teacher (or designated senior member of staff)

Action	Completed
Contact Cognita central office and all members of school SMT, giving all known details of the incident. Central Office may be able to identify further actions or help that may be necessary (possibly financial)	
Contact parents/guardians of those involved; in the event of a serious incident, the parents of all group members should be contacted	
Through Cognita central office, contact the school's insurers, especially if medical assistance is required	
Set aside an area in the school away from the public/press gaze, where the parents can be updated on the incident	
In the event of serious injuries agree with the parents, and assist in making any travel arrangements	
Refer all media enquiries to the Director of Education and/or Operations Director UK, together with the Group Communications Manager at the Central Cognita Office. They then together with the Chief Executive Europe will act as the on-going point of contact with the media, and all questions and enquiries should be directed to these contacts (see Section 6, below)	

d. Death or extended unforeseen absence of key personnel

Head Teacher

Cognita Head Office informed immediately by Deputy, who takes charge of the school with immediate effect.

Bursar/School Administrator

Head Teacher to take all steps necessary to ensure continuity.

Teacher

Head Teacher to arrange immediate cover, and then to make all necessary arrangements for temporary cover [short or long term] or, in due course, for a permanent replacement.

6. Communications with the Media

These will be the responsibility of the Chief Executive Europe and the Group Communications Manager. The Head Teacher is responsible for ensuring that Cognita Head Office are informed immediately of any incident, providing the Chief Executive Europe and the Group Communications Manager with all such details as may be initially available, and for keeping them updated of the progress of the incident.

Under no circumstances must school staff take any press calls or make any comment to the media; all enquiries must be directed to the **Chief Executive Europe and the Group Communications Manager** to agree media response in consultation with the Head Teacher. Any press/media approaches received by the School, be they in relation to Cognita or the School, should be directed to the Chief Executive Europe and the Group Communications Manager.

The School should appoint a “Communication Co-ordinator” [if different from the Head Teacher] to inform Cognita Central Office immediately of any Critical Incident and further provide regular updates.

Cognita Central Office contacts are:

Chief Executive Europe / Group Communications Manager / Operations Director UK / Director of Education. The Chief Executive Europe and Group Communications Manager will be supported during all stages of an incident by the Operations Director UK and Director of Education.

Please also note that it is the Group Communications Manager’s role to keep Cognita informed of any local radio or newspaper coverage. Therefore the school must liaise closely with the Group Communications Manager to ensure they are aware of any local media interest and/or coverage.

7. Temporary or longer-term closure of the site/part of site

The Bursar/Site Manager will take responsibility for informing all relevant authorities, liaising in this process with Cognita's property department. For the avoidance of confusion, the school should inform, as appropriate, the Health and Safety Executive and local authority building services; **under no circumstances must any personnel or pupils be allowed to return to the affected buildings without the written confirmation of the appropriate authorities; the affected buildings and their surrounds must be secured against entry. Before any access by staff a full risk assessment will need to be undertaken.**

The closure, temporary or long-term, of teaching areas clearly creates pressures. The Head Teacher must liaise with Director of Education and property department to put in place measures to safeguard the continuity of teaching, not least for examination groups. Possibilities to be considered would clearly include planning the optimum use of all existing teaching accommodation, but also the importation of temporary accommodation. Where specialist Teaching facilities have been rendered unusable, near neighbour schools **may** be able to offer limited use of their own facilities, but questions of distance [and transport] and of availability at appropriate times will be likely to be an inhibition (**ref: Worst Case Scenarios above**)

8. Detailed description of responsibilities

Please note that the roles may vary depending on the management structure of the school. The areas given below outline possible roles of different members of staff. The roles will vary depending on the make up of the school. Whilst individuals have their roles, agreement of the major actions will be a via the Critical Incident Management Team

Team Leader / Co-ordinator (Acting Head Teacher)

- Consider need for evacuation ('on-site' incident)
- Determine appropriate location for gathering pupils and staff in designated assembly areas
- Distant site liaison ('off site' incident)
Note: if caller is not a member of staff, establish name of caller and try to get him/her to be only person apart from a staff member to call you from the distant site. Your number should not be given to anyone other than this caller [if not a member of staff]. This line must then be kept clear.
- Command and manage the CIMT
Brief CIMT on a regular basis
- Senior staff liaison
Brief senior staff; ensure that CM team are fully apprised of all aspects of the emergency and are kept informed of developments; up-date information on a regular basis. Staff HR issues must always be under review.
- Parent Announcements
- Ensure that key communication with central office is working
Liaise with Director of Education to keep parents informed of developments
- Establish the impact of the incident on the school and formulate a recovery strategy, based on the priorities for re-establishing the educational process, and timescale.
- Set up a team or person to recover IT/telecoms if these have been affected.
Refer to the appendices at the rear of this report. Ensure that your agreed IT school Contact is providing the Central IT contact with regular system update
- Consider the need to provide for an alternative temporary curriculum timetable

The Head Teacher should ensure that all staff dealing with the immediate aftermath of the incident (Head Teacher included) are given some break from their responsibilities.

Communication Co-ordinator (with central office) if separate from Head Teacher

- Ensure central office key personnel are informed immediately of incident
- Ensure regular updates are timely and informative
- Provide a controlled media response liaison with central office
- Hosting and escort arrangements for visiting media (in coordination with Central Office)
- Able to provide basic facts on school
- Monitor local radio broadcasts and press
- Ensure operational telephone lines with no public access (Fax, e-mail, mobile and radio site communication)
- Redirection of mail

Welfare Representative

- Maintain an overview of movements of staff and students away from the school
- Co-ordinate the provision of welfare assistance in school and to external locations (i.e. hospitals)
- Liaise with school doctor, hospitals, ambulance service etc.
- Arrange counselling for staff and students (if required)

Health and Safety Officer

- Site Health & Safety Representative
- Ensure all site evacuation and immediate post incident health & safety procedures have been followed (in conjunction with nominated officers (i.e. Fire Safety Responsible Person))
- Ensure that the school buildings and grounds are secure
- Ensure safety of staff, students and visitors in school grounds
- Ensure that all visitors to school are met and escorted
- Liaise with contractors
- Liaise with H&S Executive, Local Authority, GP's, environmental health on medical site issues, such as decontamination of kitchens etc.
- Ensure that central Facilities Team are kept updated and provide Building Manager with specialist information noted on incident

Site Management

- Allocate suitable working base – bursar's office etc
- Arrange for opening of school if emergency happens out of hours or is likely to continue beyond normal hours
- Brief site manager/caretaker
- Check that school office is operational; if not, allocate an alternative centre for communications
- Call in maintenance and catering staff as may be indicated
- In the event of damage to buildings, inform local authority building services and Health and Safety Executive; liaise with Cognita Central Facilities Team [Building Manager]
- **Ensure that Asbestos register is available to emergency services**
- In conjunction with Head Teacher and Cognita central office, contact insurers and utility providers (as appropriate); track any immediate costs incurred as a consequence of the incident

- Ensure that all points of access to site are kept clear
- Establish which parts of the premises can be reused and in what timescale. From this work with the Critical Incident Management Team establish the priorities for reinstating the educational process
- Salvage of contents
- Maintain a detailed log of unfolding events, to include, for example, time of incident and of subsequent actions [contact with emergency services and with central office etc], initiation of 'telephone tree', contact with H&S Executive

Emergency Services Liaison

- Contact police, fire and ambulance services as indicated
In the event of a distant incident, fax or email telephone contact number at site to police and insurers (as indicated)
- Arrange for counselling services, if indicated

School liaison

- Parent Liaison
Liaise with and brief school relatives (as required and in conjunction with the Communication Co-ordinator)
Locate personnel records of affected students
- Brief staff on the incident (in conjunction with Head Teacher)
- Ensure the Head Teacher is aware of any received information; use library or similar area to brief parents on specific details of their child's condition where necessary; allocate colleagues to support parents in the event of difficult news.
- Provide a separate area on the schools web site or the Cognita or a third Party's website if the school website is not available
- Ensure that parents, pupils and staff receive regular updates throughout the length of the incident and the recovery period.

Staff liaison

- Ensure that staff understand their responsibilities – who they should call (the 'Telephone Tree'); their care of the pupils; no communications with media
- Ensure that kitchen is open (if not directly affected by the incident) to provide refreshment as it might be needed
- If secretarial staff are affected by the emergency, allocate staff to deal with parental enquiries Allocate staff to speak with parents coming to the school, giving authorised information only
- Allocate a colleague to act as your PA/'runner'

Bursar/Site Administrative Officer

- Legal, Insurance and Finance Representative (Bursar)
- Liaise with insurance brokers and loss adjusters (in liaison with central Facilities Team), regarding accounting for cost impact of any claim
- Provide support for company, accountants, bank and solicitors
(in liaison with central Management Accountant)
- Preserve evidence and prepare for later inquiries
- Take legal record of proceedings (interview witnesses, take photographs, written inventory of damage etc.)
- Organise replacement equipment and secure storage of salvage

- Account for costs and ensure in conjunction with Central Office, the funding of victims and their dependants' that require immediate attention
- Liaise with local and other relevant regulatory authorities concerning all issues of general compliance (in conjunction with Site Health & Safety Representative)
- Provide for incident administration to ensure CIMT are resourced during and immediately after the incident
- Ensure that provision is made for any required additional temporary transportation of pupils and/or staff to agreed relocated areas off-site
- Providing Site Management support with accounting expenditure
- Emergency Services Liaison

Director of Education/or the Operations Director UK

The Director of Education and/or the Operations Director UK and other representatives of senior management will come to site if possible. Clearly, if the emergency has occurred at a more distant school, or off-site, this will not be straightforward. **Head Teacher must, at all times, keep Director of Education and/or the Operations Director UK apprised of developments.**

The Director of Education and/or the Operations Director UK responsibilities are likely to include the following:

- Together with the Group Communications Manager and Chief Executive Europe, prepare a press statement and answer all queries from it.
- Discuss draft of press statement with any association of which the school might be in membership e.g. IAPS.

9. Bomb Threat Procedure

On receipt of any message pertaining to a threat to the school or its pupils, the Head Teacher must be informed and he will immediately contact the police (using emergency 999 procedures). The police will advise if an evacuation is necessary and will attend the site. The person taking the threatening call is asked to try and remember as much detail as possible. The following should be noted, if possible:

Any name given by caller	
Male or female caller	
Young/older person	
Type of phone used if possible to identify	
Exact time of call	
What the caller actually says verbatim	
Any accent?	
Whether caller sounded intoxicated	
Any indication of mental state of caller e.g. sounded agitated	
Did caller seem to be reading from a prepared script?	
Any background noises?	

Evacuation:

Action	Completed
Having informed police, evacuate buildings unless advised otherwise. <u>Remember that the evacuation areas for a bomb threat must be further away from the school than the fire evacuation areas.</u> The Bomb Threat Evacuation Area is: <u>Arboretum Visitor Centre</u>	
Use normal routes for fire drills Note: Alternative routes may need to be assessed to ensure pupils, staff and visitors are kept well away from areas at risk.	
No belongings to be taken with staff and pupils unless the removal of such personnel belongings does NOT prevent the immediate and safe evacuation of the premises.	
Keep sounding fire alarms until Head Teacher is satisfied that buildings have been cleared	
Registration should take place as far from school buildings as practical	
If situation is likely to last for a sustained period of time, place warning notices on doors and lock up	
Do <u>not</u> use the term "Bomb" during evacuation	

If police instigate a full search staff may be needed to assist. Only on the advice of the senior police officer attending the incident should staff or pupils be allowed to return to the buildings.

APPENDICES

- A) SERIOUS INCIDENT REPORT
- B) EMERGENCY ACTION CHECKLIST
- C) IT/TELECOMS RECOVERY PLAN
- D) ADMINISTRATION RECOVERY PLAN
- E) EMERGENCY REPORT
- F) EMERGENCY/SPECIALIST SUPPLIERS CONTACT LIST
- G) LOG OF EVENTS
- H) EMERGENCY COMMUNICATION CHECKLIST
- I) ONGOING COMMUNICATION CHECKLIST
- J) EMERGENCY RELOCATION OPTIONS
- K) MEDIUM TERM RELOCATION OPTIONS

[CIMP FORM A] - SERIOUS INCIDENT REPORT

(Incident away from school site)

Note the Cognita Serious Incident Reporting Form must also be completed and the separate guidance followed

Nature of the incident. Note. Take photos, obtain details of witnesses, contact for the emergency services, etc.	
Location of incident	
Time of incident	
Number of injured and details of injuries	
Names of those involved	
Next of kin notified	
Emergency services called	
Number from which call made	
Any media response?	
Name of person taking call + time of call	
Crisis Management Team formed	

[CIMP FORM B] - EMERGENCY ACTION CHECKLIST

(This form is to be taken by the Party Leader for use in emergencies during trip, along with the Cognita Serious Incident Reporting Form)

Step	Action	Completed?
1	Establish the nature and extent of the emergency	
2	Account for all members of the group and ensure they are Safe	
3	If there are injuries, immediately establish their extent, so far as possible, and administer appropriate first aid	
4	Establish the names of any injured and call whichever emergency services are required	
5	Advise other staff accompanying the group of the incident and ensure that emergency procedures are in operation	
6	Ensure that an adult from the group accompanies any casualties to hospital	
7	Ensure that the remainder of the group is adequately supervised throughout the emergency and arrange for their early return to base	
8	Arrange for at least one adult to remain in a safe location at the incident site to liaise with the emergency services until the incident is over and all group members are accounted for	
9	Notify British Embassy/Consulate if an emergency occurs abroad	
10	Control access to telephones until contact is made with the school (preferably the Head Teacher) or the previously agreed contact point, and until he/she has had time to contact relatives or others as necessary (The school contact number should be accessible at all times throughout the visit)	
11	Complete details below as soon as possible	
12	Record on a separate sheet any details of conversations with people involved in the incident as victim, witness or emergency assistance	
13	Retain receipts for all expenses incurred for insurers	
14	Head Teacher liaises with Director of Education; part leader does not communicate with media	

[CIMP FORM C] - IT/TELECOMS RECOVERY PLAN

(Incident on school site)

Equipment and supplier/consultant contact details

For ICT equipment:

School ICT technician: Aman Chana [07960 534777]

Group ICT Director: Andy Savin [+65 9068 4124]

Telecoms:

School ICT technician: Aman Chana [07960 534777]

TALK TALK - 0191 493 1120 opt. 1 - when contacting there is no reference number to quote just quote the main telephone No. 01922 624374

Location of back ups

ICT back-ups are completed daily and monitored by the school ICT technician – Aman Chana.

Back-ups are completed automatically and processed/monitored by Cognita Group ICT department and the school ICT technician.

Recovery Plan

The following basic procedure has been confirmed with the school's ICT technician:

- 1) School Business Manager (Deputy: School Site Manager) – to contact ICT equipment support as detailed above.
- 2) School's ICT technician will make arrangements with Cognita group department to re-establish ICT functionality.
- 3) Back up servers and equipment to be in place within 5 working days of any major incident.

[CIMP FORM D] - ADMINISTRATION RECOVERY PLAN

Key personnel and their duties

Peter Jeffery – School Business Manager – Overall responsibility for financial database and pupil records database.
Aman Chana – School ICT Technician – Responsible for daily back-ups of the databases.
Jackie Coombes – Coordinator of school’s text messaging database facility.

Key information (IT/hardcopy) Priority systems, location of backups.

Financial and pupil databases backed up daily – ICT technician responsible for ensuring back-ups are successful. Back-ups held at Cognita Head Office.

Recovery Plan

The following basic procedure has been confirmed with the school’s ICT technician:

- 1) School Business Manager (Deputy: School Site Manager) – to contact ICT equipment support as detailed above.
- 2) School’s ICT technician will make arrangements with Cognita group department to re-establish ICT functionality.
- 3) Back up servers and equipment to be in place within 5 working days of any major incident.

School text messaging service can be accessed remotely, since its operation is web-based. Set up on Head masters Laptop and on Business Manager’s personal Laptop.

[CIMP FORM E] – EMERGENCY REPORT
(Incident on school site)

Names of those involved and details of injuries

Date and time of incident

Exact location of incident

Nature of Incident (Describe what happened)

Action taken so far

Action yet to be taken (and by whom)

Print name and sign:

Date and Time:

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[CIMP FORM H] - EMERGENCY COMMUNICATION CHECKLIST	
Method of Information Dissemination and Responsibility	Completed?

[CIMP FORM I] ONGOING COMMUNICATION CHECKLIST	
Method of Information Dissemination and Responsibility	Completed?

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[CIMP FORM J] - EMERGENCY RELOCATION OPTIONS	
Relocation Options	Contact Name and Nos.

[CIMP FORM K] - MEDIUM TERM RELOCATION OPTIONS	
Relocation Options	Contact Name and Nos.

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Suggested agenda items for CMT meeting following incident

Please note that the points on this agenda will be considered at the time of an incident and in the period following the incident

- Establish exactly WHAT has happened, where and why
- What actions are currently being taken and by whom?
- Numbers of injured, names and nature of injuries
- Current location of injured
- Details of any staff or pupils not accounted for
- Total of those known to be in safe location
- External agencies involved – emergency services, contractors, H&S Executive etc
- Communication with Cognita Central Office
- Estimate of immediate effect on school
- Priority issues
- Additional resources that may be required
- Identify next series of actions
 - Establish communication issues (such as names and home numbers of those involved)
 - Establish the disruption timescale and the impact on teaching at the school
 - Establish reinstatement priorities
 - Establish relocation options
 - Establish Health & Safety and security precautions
 - Protecting vital records and equipment
 - Cleaning affected areas
 - Dismantling/relocation of essential equipment
 - Initiating demolition/ repair of affected buildings
 - Location of temporary facilities
 - Witness details

Such actions will be taken in conjunction with Cognita buildings department and relevant third parties e.g. loss adjusters, local authority, H&S Executive

Testing and Up-Dating the Plan

As with fire drills etc, this plan must be tested on a regular basis e.g. operating without usual catering arrangements for one day; putting key classrooms and equipment out of use e.g. science laboratory, ICT suite; shutting down ICT capacity. The CIMT will also need to meet at least once annually to review and up-date the Critical Incident Management Plan to take account of changes to personnel or to the school site. It is recommended that a “live” exercise is planned at least every five years and this must be agreed prior to testing with all the relevant central office contacts for critical incident management planning.

COGNITA Critical Incident Management Plan

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