



**METROPOLITAN
POLICE**

Working together for a safer London

Police advice ON Critical Incidents in Schools

Notes for Guidance



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Foreword



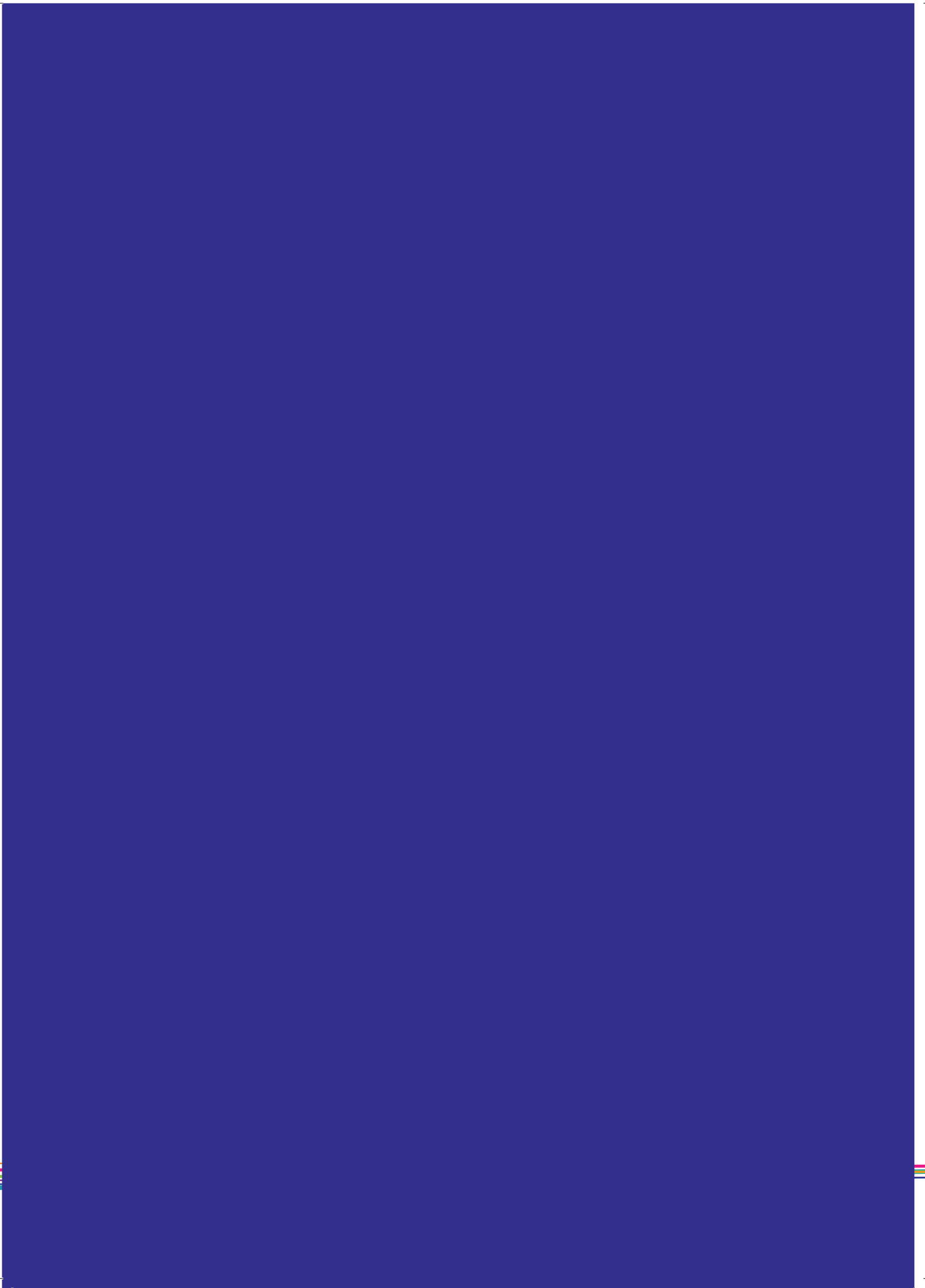
The aim of this guidance is to help make schools a safe place for young people to learn and develop. The Metropolitan Police Service understands the impact that a serious incident can have on a school community, how it can affect students, staff, visitors and parents and the long term issues that can arise.

Young people are vulnerable in many ways during their life and incidents that happen in and near schools always appear more extreme owing to the age of the young people who could be involved. School staff will always be at the forefront of any incident that occurs on, or near, school premises and need to know how to ensure the safety of their students, and themselves. This can only be achieved by knowing what is written in a Critical Incident Plan and their individual role.

This guidance has been prepared by staff within the MPS Safer Neighbourhoods Unit, specifically for schools in order that they can consider the options available to them and prepare for the day when they need to utilise the plan. Prior to that day practice is essential.

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Introduction



No one could have imagined that the atrocity at Dunblane could happen in this country. Or the murder of head-teacher Philip Lawrence in Westminster, or the death of Kyron Prince, a young man stabbed on his way home from school in Brent. Yet these tragedies have happened. And in every case, teachers and students witnessed the events and were the first persons on scene to offer assistance.

At the subsequent inquiries, questions were asked about how well school staff handled the initial incidents and their subsequent actions were examined. As a result, we now know that planning for such an event – what is termed a critical incident – will help to save life, protect pupils, staff and witnesses, protect property, safeguard the reputation of the school and assist in any subsequent investigation.

This guidance has been produced to assist in addressing concerns that the school, staff and parents may have about what happens during such a crisis. It will make you more confident that your school is prepared for, and better able to manage, a critical incident if it happens.

It must be stressed that critical incidents are extremely rare. However, being prepared for such an event – no matter how unlikely - means that you can be confident that you will be able to give valuable support to the emergency services in any given situation.

The Critical Incident Plan has been printed in loose-leaf format to assist in the updating of sections and for the addition of notes relevant to individual schools.



Definition

A Critical Incident is a sudden crisis or emergency involving the school (in or out of school hours) where the effectiveness of the school response is likely to have a significant impact on the community.

Types of Critical Incident

Any incident can become critical if certain elements within the incident begin to escalate. To gauge whether an incident is becoming critical or not, you must carefully monitor the situation and decide on the responses needed. These responses tend to fall into two categories:

Preventative – when an already serious but seemingly straightforward incident has the potential to escalate and become critical. A preventative approach, within established responses, will identify approach tactics to assist in steering the incident to a satisfactory conclusion.

Reduction – when a serious incident has already become critical. This will require tactics to reduce or minimise the critical elements present, thereby preventing the incident from escalating further. This includes 'low level' incidents that, due to a lack of initial response or external influences, have emerged as critical.

Early Indications of a Critical Incident

An indication that a pupil, family or community may have concerns about a school's response to an incident is normally made by a verbal or written complaint.

Most of these incidents may appear to be serious, but it has to be remembered that it is the impact of the school's action or inaction that decides - by identifying whether an incident needs immediate intervention or monitoring - whether an incident needs to be treated as a critical incident or not. In the majority of cases, it may be possible to prevent the escalation by meeting with the complainant(s) and discussing the issues affecting their confidence, in order to offer potential solutions.

Conversely, the initial meeting with the complainant(s) may identify that there is potential for a Critical Incident to exist and appropriate options and interventions may need to be considered.

Critical Elements Recognition

Critical elements are the predominant factors that have been identified by staff as being present during the escalation of an incident or series of incidents into a Critical Incident.

The presence of the elements listed below indicates that an incident or series of incidents could escalate into a Critical Incident. The more elements that are present, the greater the likelihood that this will occur. However, the presence of critical elements does not necessarily mean that a Critical Incident will definitely develop. If preventative responses are put in place early enough, it should stop the situation from escalating into a Critical Incident.

Critical Elements

- Incident involving natural causes escalating. i.e. flood water deepening.
- Rise in tension within the school/local community.
- Status of pupil in terms of repeat victim of crime or a repeat venue.
- Breakdown in confidence of Pupil/Family/School or Local Community.
- High media profile or likely to attract media interest.
- Vulnerability of young person due to age, infirmity, mental health or likelihood to become a repeat victim of crime.
- Death or serious injury has occurred.
- Incident is motivated/aggravated by race, faith, sexual orientation, gender, disability, age or other diversity factors.
- Identification of internal issues such as insufficient resources, inadequate decision-making or procedural failure.
- Verbal or written complaint.
- Recent school or local community problems that may have a bearing on the incident concerned.
- The carrying or use of any weapons - in particular knives, firearms or imitation firearms.

Preparing for a Critical Incident

In order to respond to serious and critical incidents effectively and appropriately, preparation is required.

- A site-specific incident plan must be developed for each school.
- All staff must be trained on the content of the incident plan and their specific responsibilities during an incident.

An incident drill should be planned and carried out at least once during the school year. (It is recommended that two drills be practiced each year and should include a shelter plan, a school 'lock down', a test of site access, evacuation exercise etc.

Incident plans and procedures should be reviewed with students, staff and parents in order to familiarise and prepare everyone for a possible incident situation. There are some general suggestions that apply to almost all incident situations. They include the following:

- Remain as calm and composed as possible.
- Focus on protecting lives and assisting the injured as opposed to protecting school property or personal belongings.
- Give clear, short, specific and direct verbal controls, and if appropriate, reinforce them with simple and understandable hand comments when directing students and others in an incident situation. Document your actions as the incident progresses.
- Know how to report situations; that is, to provide information on where, what, who, when and how much when reporting concerns to or seeking assistance from outside agencies or internally to other school officials.
- Once an incident is over and your immediate recovery needs have been met, be sure to document your observations and actions in a timely and thorough manner.

Students need to be trained in how to respond in an incident situation. One of the best ways to teach them is through practice/drills.

- Familiarise students with the incident plan, as applicable, and incident procedures. Remind students that while it is unlikely that we would ever activate the incident plan but by practicing it we can always be ready just in case.
- Periodically remind students of signals and codes so incident situations will be less stressful.
- Discuss possible incident situations (accidents, severe weather, etc.) with students. Include in the discussion how students should respond to these situations.
- Remind students to remain calm and quiet. Although drills are serious, students should not be frightened.
- Explain to students both lock down and evacuation procedures.
- Students should be reminded that in a lock down situation they are to go to the nearest safe room with a staff member even if that room is not their regular classroom.
- Remind students that for their own safety it is important for the school to be able to account for them. Therefore, teachers will need to take registration (again).
- Explain to students that there are limited outside phone lines, so, in an incident situation, they probably won't be able to call a parent. However, their parents will be informed of the situation by either the school.
- Remind students that school is one of the safest places for them to be. It is unlikely that an incident will occur at school but if it does you will be ready.
- If a tannoy system is available a good example would be to use a code system e.g. Securing school (locking interior and exterior doors) = Code 99, or Evacuating school (following Fire Brigade drill) = Code 88.

The Aim of the Critical Incident Plan is to:

1. Address the need for each school to develop complementary emergency response plans with those of the emergency services and the Local Authorities.
2. Create an awareness of the need for planned arrangements to be made.
3. Provide information and reassurance of the practical help that is available from the local authority, emergency services and other agencies, at short notice.
4. Pass on advice based upon previous experience.
5. Give guidance on other sources of information and help available from other agencies.

Scope of the Plan

This plan is intended to deal with issues that will affect the safe learning environment of the school and can include an incident or series of incidents occurring both inside and outside the school environment.

The plan **MUST** cover the following issues.

In School

- A deliberate act of violence or threat of violence such as the use of a knife or firearm.
- Flood or utilities failure.
- Loss of use of the building for what ever reason, for example fire
- Pupils and teacher being kept in the school for long periods of time, for example during a lock down, or severe weather.
- Total or significant IT/data loss or failure or theft of equipment.
- A school fire or laboratory explosion.
- A pupil or teacher being taken hostage/missing person/absconder/an abduction.
- Any fatality.
- Any medical situation affecting large numbers of pupils or staff.
- Threat of terrorist action or a bomb hoax
- The destruction of or serious damage caused to the school.
- Any sex offender issues.

Outside School

- The death of a pupil or member of staff through natural causes, accidents or other significant criminal action.
- Heightened tensions between ethnic groups or gangs within local community.
- A transport-related accident involving pupils and/or members of staff.
- A more widespread disaster in the community.
- Death or injuries on school journeys or excursions.
- Civil disturbances and terrorism.
- Severe weather
- Transport disruption, preventing parents from collecting their children.

This guidance is not intended for use during incidents that occur on school trips and educational visits. Guidance is already available from the DCSF good practice guide 'Health & Safety of Pupils on Educational Visits' (<http://publications.teachernet.gov.uk/>)



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Critical Incident Plan for

.....
(Name of School)

Head teacher

.....
Contact Numbers

.....



The Gold, Silver and Bronze Command System

Gold, Silver and Bronze are titles of functions adopted by the emergency services and are role-related not rank-related. They are titles that denote the roles and responsibilities assigned to individuals within the Critical Incident Plan. If a named individual is not available to perform a particular role or function, it should not prevent another suitable informed person from undertaking the role.

In summary the roles of each can be described as:

Gold (strategic role)

Gold is the 'commander' in overall charge of the Critical Incident and is responsible for formulating the strategy for the incident. Gold has overall command of the resources but will delegates tactical decisions to Silver.

At the outset of the incident, Gold will determine the strategy and record this in a strategy statement. This will need to be monitored and is subject to ongoing review.

Silver (tactical coordinator)

Silver will attend the scene, take charge and be responsible for formulating the tactics to be adopted by the school to achieve the strategy set by Gold.

Silver should not become personally involved with activities close to the incident, but remain detached.

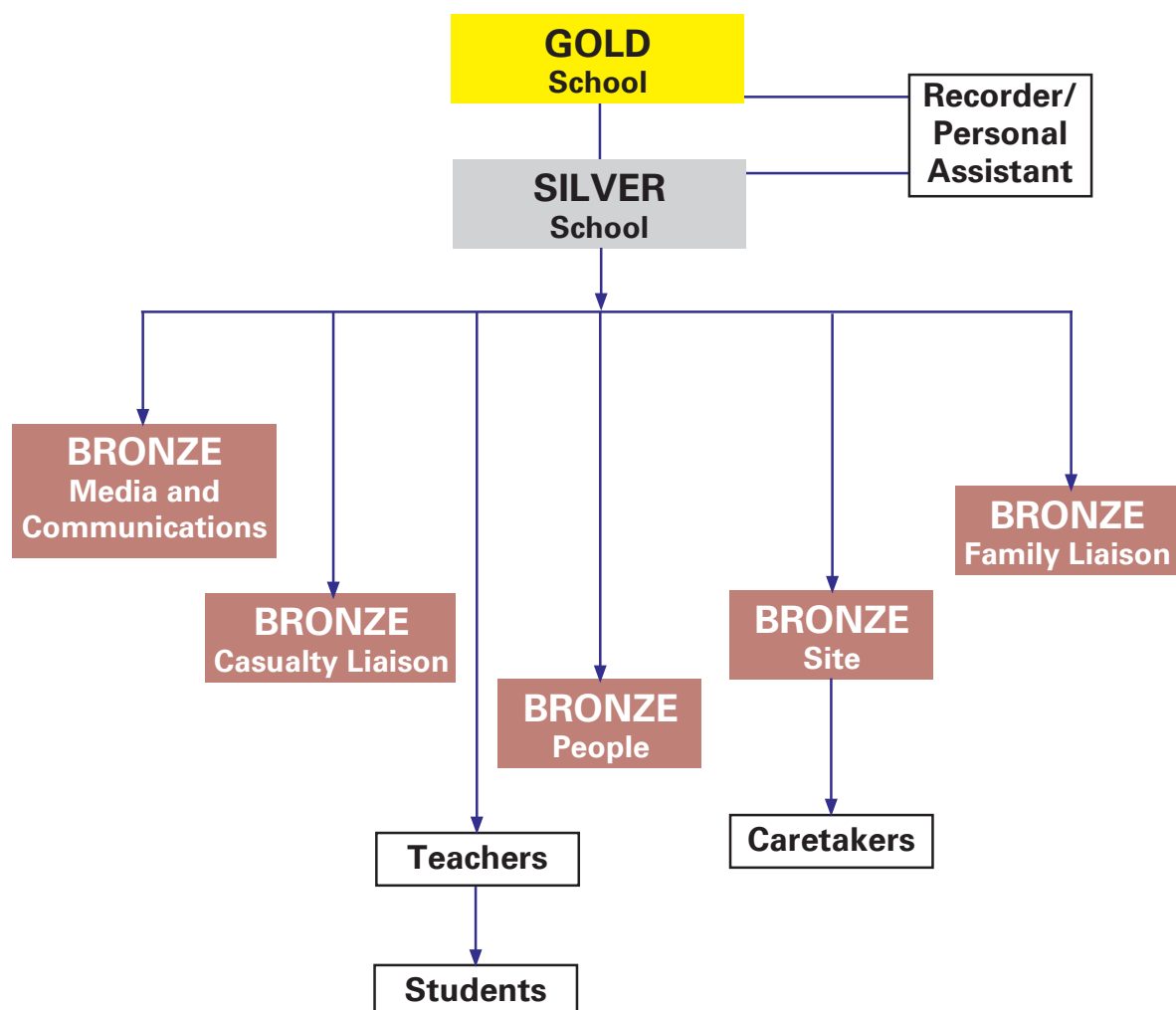
Bronze (operational)

There are several Bronzes. Each will control and deploy the resources of their respective area or specific role and implement the tactics defined by Silver.

Critical Incident Team Members

The team needs to consist of people who can undertake the roles required in a quiet, efficient manner and are empowered to make decisions.

A good knowledge of the school will be an advantage.



Name	Contact Details
GOLD School	
SILVER School	
BRONZE Site	
BRONZE People	
BRONZE Media & Communications	
BRONZE Family Liaison	
BRONZE Casualty Liaison	
Recorder/ Personal Assistant	
Police Schools Officer/ Police Contact Officer	

'Reserve' list – Deputies for Roles

It is important that systems are in place to provide deputies for these roles in case of illness, absence, injury or other unavailability.

Name	Contact Details
GOLD School	
SILVER School	
BRONZE Site	
BRONZE People	
BRONZE Media & Communications	
BRONZE Family Liaison	
BRONZE Casualty Liaison	
Recorder/ Personal Assistant	
Police Schools Officer/ Police Contact Officer	

Role of Gold (school)

- Assesses incident based on facts.
- Assesses whether danger is imminent.
- Assesses whether first aid or other medical assistance is needed.
- Ensures that Police, Fire and Rescue Services, Ambulance or other emergency services are requested if required.
- Contacts the Local Authority to appraise them of the situation.
- Summarises the facts available about the incident and sets parameters of information that can be communicated to media.
- Opens and maintains a personal log of all factual information received, actions taken, and the time of those events.
- Determines if a critical incident is occurring/ has occurred and identifies the type of incident. Decides whether to invoke incident plan and informs head.
- Coordinates emergency response effort by assessing the situation, engaging appropriate incident response and monitoring implementation.
- Informs senior colleague who becomes Silver (school) if Critical Incident Plan activated.
- Remains in the Control Centre and manages the incident (unless otherwise determined).
- Remains visible to show support and control of the situation, but not at the scene.

In the event of an incident, Gold (school) will notify the Local Authority of the incident and implement the school's Critical Incident Plan. When notified of a building incident, the LA will activate its own pre-planned response (This may be a council-wide incident response team) to respond to the scene of the incident). Upon arrival at the incident, the LA lead should liaise with Gold (school) and decide who will take charge of the school response to the incident.

Role of Silver (school)

Silver responds to the site of the incident(s) and makes a detailed assessment. Then briefs Gold and both agree on the steps to be taken e.g. call out, informing LA/other agencies, securing, evacuation, closure etc. However, these decisions can be taken by Gold prior to arrival of Silver if the initial assessment clearly dictates urgent action.

Silver also:

- Coordinates tactics of all Bronzes.
- Works within parameters set within Critical Incident Plan.
- Decides if evacuation or securing school, site access and the school is necessary.
- Controls access to the school and assigns and coordinates school staff to supervise and control the incident/site, perimeter, crowds, access and traffic (including blue light access).
- Liases with Emergency Services on their arrival.
- Ensures equipment contained in emergency kit (Appendix 3) is available to all Bronzes.
- Ensures preservation of crime scene until police arrive and assume control.
- Collects, organises and documents facts, statements and information.
- Briefs incident controllers and other key officials on investigations, i.e. emergency services, Health and Safety Executive, etc.
- If no police/fire investigation is required, Silver may appoint a Bronze school investigation.

Role of Bronze (site)

- Meets emergency services and directs them to the scene.
- Ensures media, parents and central office personnel are directed to appropriate locations.
- Prevents unauthorised personnel from entering the school site.
- Attends scene, advises Silver on safety issues.
- Coordinates safety at the scene of the incident until additional help arrives this includes securing scene and preventing non-essential access.
- Takes pupil/staff information to the evacuation site.
- Staffs student release location at the evacuation site.
- Responsible for dealing with parents who may arrive at the school.
- Directs parents to planned locations, attends scene, coordinates evacuation site.

Role of Bronze (people)

- Coordinates any actions involving first aid, medical emergency, and students.
- Updates Silver (school) regularly.
- Coordinates first aid being administered.
- Provides emergency first aid until medical assistance arrives.
- Collects emergency medical kit.
- Coordinates the school health centre and decides if more equipment and supplies are needed.
- Picks up 'missing student' lists from each teacher in their assigned search area.
- Assembles the lists of missing students and forwards them to the Control Centre.
- Records names of those injured and/or directly involved and collates list for Silver.
- Records names of those taken to hospital and collates list for Silver.
- Assists in releasing students to those parents who wish to collect their child.

Role of Bronze (media and communications)

- Ensures emergency services contacted and maintains communication with emergency services and Local Authority Incident Team.
- Ensures School Incident Team (SIT) meets at prearranged location and ensures that other staff report to pre-agreed locations to fulfil staff roles/tasks and responsibilities.
- When in receipt of full facts of the incident communicates by best method available e.g. tannoy, face-to-face, phone etc. and maintains contact with staff through regular updates and briefings.
- Establishes what information needs to be communicated to students, families, and the community. It is especially important that if names of those who may have been involved in the incident are known – they must not be released, confirmed or denied to anyone in any circumstances before those identities are formally agreed and parents are informed. The Police will normally lead on the release of names and identification of victims
- Updates student/staff information database.
- Contacts families of those going to the hospital.
- Locates press media briefing away from scene of incident and communicates the location of the conference area to press/media.
- Advises parents of the preparation of a news statement and the situation e.g. whether their child is or isn't involved in the emergency.
- Assists in arranging interviews.
- Coordinates appropriate media briefings, after liaison with Police, Fire and Ambulance media Bronzes, and other incident-related communications and information dissemination.

- Provides updated fact sheets for release by school staff and other persons communicating with parents and the public. Maintains detailed records of the information requested and released.
- Facilitates telephone information line with a brief statement.
- Writes memo(s) to staff and parents. (See Appendix 4)

Role of Bronze (family liaison)

This role must have a direct and close working relationship with Bronze (media and communications).

- Maintains presence at entrance point to school.
- Communicates with concerned parents at designated location.
- Coordinates initial response with concerned parents on school site.

Role of Bronze (casualty liaison)

This role must have a direct and close working relationship with Bronze (media and communications).

- Coordinates initial school response to victims at hospital. Must liaise regularly with Bronze (media and communications).
- Attends the hospital for support with a radio/mobile phone.

Role of Recorder/ Personal Assistant



- Works directly to GOLD and SILVER to ensure that all decisions and actions are recorded. Documents the actions taken by school officials in managing the incident.
- Maintains a log of the sequence of events.
- Responsible for recording the time notifications were made and who was notified.
- Maintains a log of phone calls (when possible).
- Limits and monitors the use of office phones during an emergency, especially by students, strangers and visitors.
- Is responsible for ensuring that the Emergency Kit bag (Appendix 3) is taken to SILVER for distribution to offenders.
- Utilises fact sheets prepared for communications with parents, community members and other callers.
- Refers media inquiries to the designated staff.
- Coordinates requests for copying, supplies and other items needed to manage the incident.

Other Staff



Teachers & Teaching Assistants

- The teacher's/assistants' primary role is to direct, reassure and supervise students.
- They must know how to implement evacuations and secure the school, how to control site access and the schools or other directives as issued by incident management leaders.
- Must not assume everything is secure and safe until given an 'all clear'.
- Must take student roll and report missing students to Bronze (people).
- Know how to report concerns and needs related to crises, and whom to report to.
- Communicate clearly and concisely to students during and after the incident.

Caretakers

- Must report to Bronze (site).
- Assist in physically securing school, site access, building and grounds.
- Be available to brief Local Authority Health & Safety team on building design and operations. Have information available on emergency shut-off controls for utilities, alarms, bells, etc

School Bus Operators

- Be available and flexible for short notice emergency transportation needs.
- Become familiar with alternative site plans, evacuation routes and procedures.
- Maintain rosters and emergency contact information for all drivers.
- Be available and flexible when informed of emergency situation.

Students

- Must follow directions of school staff.
- Must remain as calm and quiet as possible.
- Must report any concerns and needs.

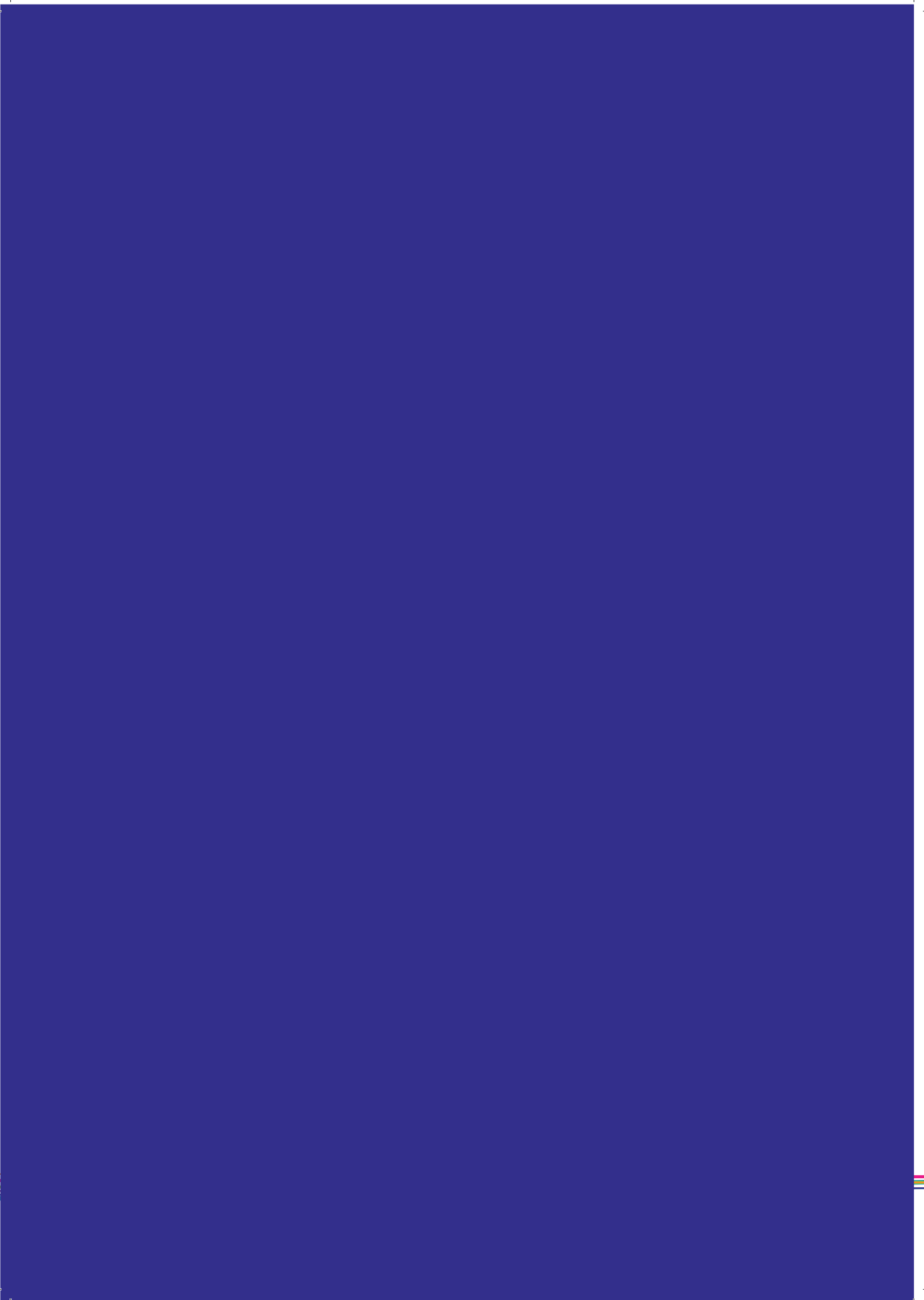
Administrative, Catering, Security and Volunteer Staff

- Report to Silver for deployment.

Note:

Students and staff must be told **NOT TO USE MOBILE PHONES** whilst the incident is running as this can affect emergency services communications during the incident. In some chemical and explosives incidents, mobile phone usage can also trigger reactions that can be hazardous.

However, this may be an onerous task owing to the number of mobile telephones in the possession of students.



Managing the Critical Incident



Managing the Critical Incident

Stage 1



The Initial Response

Your call to the Local Authority or 999 will initiate assistance, as requested. The Local Authority Incident Team will respond and utilise the LA procedures, which should parallel the school's Critical Incident Plan.

In order to better coordinate response personnel, it may be necessary to establish a control centre. This needs to be at least a medium-sized room with a telephone. The control centre should be staffed with an administrator or teacher-in-charge who knows the building and school functions. The head teacher is usually Gold (school) and should conduct periodic command meetings to ensure their strategy is still effective, being communicated and implemented. The Recorder works alongside Gold and Silver and is usually assigned to the Control Centre.

Silver (school), where possible, should be flexible, not tied down to a specific task or role. All pertinent information should flow through the control centre.

A school telephone hotline should be set up and staffed. It is helpful to write a one-paragraph statement to be read to parents and others.

You need to establish a student-release location if students need to go home. One or more of your staff members should staff the release location. Keep a record of all students who check out and who checked them out. Students should not be permitted to check out without parent/guardian permission.

Communicating with the press is extremely important. If the incident is likely to generate press interest (local or national), a representative of the Local Authority communications team should be dispatched as part of your original call to LA. You do have the authority to keep the press out of the incident area. The SSP/ Safer Neighbourhood officer can assist you in doing this.

You may consider setting up a designated press area away from the school and giving the press a time and location for a press conference.

Managing the Critical Incident

Remember that your first priority is the safety of students and staff. The news media can be accommodated later at your convenience (See Appendix 5).

It is imperative that a brief letter that contains general facts about the incident be prepared and released as soon as possible to students, parents and staff members prior to the end of the school day. The letter should be reviewed with the director of the LA incident team and LA legal team. This letter may also be read at the press conference as part of your media response.

Inform Staff and Define Roles

- Everyone has the responsibility to report crises or potential crises. Do they know who to report to and how to report?
- If there are predetermined codes for the different crisis at the school. Codes should be clear, simple and understandable to all staff, including supply teachers, volunteers and others.
- The School Incident Team (SIT) reports to a designated location to meet with the person in charge to further assess the situation and to make initial determinations about appropriate actions to take (determined by the person in charge).
- The School Incident Team performs their predetermined assignments or other activities as directed.
- Other staff, not on the SIT, will have defined roles and responsibilities in an incident situation. The remainder of the staff will report to their assigned locations and/or duties (see list of staff roles and responsibilities on pages 15 to 23). Teachers, in particular, will be required to account for and supervise non-involved students for the duration of the incident unless otherwise directed.

Managing the Critical Incident

Stage 2

Critical Incident Assessment

The first person at an emergency should assess the situation and call 999 immediately. As soon as an incident is identified, it must be reported to a senior member of staff who takes the nominal role of GOLD (school). Once reported, the person in charge must quickly assess the facts of the incident.

- Is there danger to students and/or staff?
- Is anyone hurt and in need of medical assistance?
- What kind of personnel is needed from the emergency services, council and Local Authority (LA).
- Are other specialists required (e.g. Drug/Violence prevention specialists, counsellors, psychologists, social workers, nurses, public safety personnel etc.).
- Is school property damaged?
- Are there hazardous materials involved?

The nominated Bronze (media and communications) will also call 999 to confirm assistance required and give a brief but thorough description of the incident and indicate what personnel are needed to assist in the incident.

After 999 services are called, the LA should be contacted immediately.

The person in charge must summarise the facts of the incident, or gather additional facts, so they can be effectively communicated to request further assistance and to direct responding personnel appropriately.

Managing the Critical Incident

If School is Dismissed

If the incident is such that school must be dismissed, you must consider the operational and logistical aspects of doing this.

You must consider Transportation (if your pupils use coaches/buses) and appropriate LA personnel and the news media.

- Gold (school) decides on school dismissal.
- Bronze (media and communications) contacts police communications, notifies food services and writes follow-up communications to staff, parents and/or press.

Managing the Critical Incident

Stage 3

Debriefing (All School including pupils)

After the emergency services have worked with you to tackle the Critical Incident you should debrief those involved.

Debriefing is a critical component of any incident situation. A 'hot debrief' is conducted at the end of the initial stages to ensure initial support and important information is not missed.

After a few days you should meet with all staff members to discuss the incident and to give them the opportunity to emotionally process what has happened. At this time, you should determine if follow-up counselling, support or further debriefing is needed.

- Gold (school) leads the return to learning as quickly as possible.
- Silver (school) calls for and conducts incident debriefing session for staff and:
 - o Decides on follow-up support or staff and/or students. Support could include counselling, mentors, marking anniversaries, etc.
 - o Completes report regarding the incident with Recorder/Personal Assistant.
 - o Identifies what follow-up services are available to students, staff.
 - o Captures "lessons learned" and incorporates them into revisions and training.
 - o Feedback to all involved in the incident, including Emergency Services.
- Once an incident is over and your immediate recovery needs have been met, be sure to document your observations and actions in a timely and thorough manner.



Planning for the day after

(and thereafter)

Gold (School) should assess the critical needs associated with continuing school the next day and returning to the normal schedule and routine as soon as possible.

This person:

- gathers any new information to share with the School Incident Team members.
- determines the need for, and schedules, counselling personnel.
- determines and communicates any changes in staff assignments for the next day (and after) to accommodate necessary services.
- writes 'discussion points' for staff to use as they de-brief with students in each classroom.
- determines if staff are able to assess student needs following an incident and what strategies are required to help students deal effectively with the incident.
- determines the curricular activities that will help students deal effectively with the incident and determines the time allocations that are required to allow recovery time to be implemented.
- updates all concerned parties as necessary.
- develops strategies that will restore the school community to pre-incident levels
- determines how anniversaries of the incident will be managed in the future.

A return to a normal school schedule as soon as possible is the most desirable outcome.



Appendices



appendix 1

Gold (school) - Decision Logs

The following mnemonic will assist in the completion of decision logs.

SAFCHORM - (Situation, Aim, Factors, Choices/Options, Human Rights, Risk Assessment, Monitoring)

This provides you with a logical framework within which to construct your **Decision Log** or **Incident Management Log**.

By using this system you can present a professional and articulate log, which stands up to scrutiny. Once you have opened your log you can then record your rationales and decisions – Based on the information known to you **at the time**.

Situation

- *The situation of which I have been made aware is ...*

Aim

My aim (strategy) is to:

- *To ascertain the cause,(weather, arson, etc) and/or identify the person(s) responsible.*
- *To secure sufficient information to deal with the situation to its conclusion.*
- *In absence of (a) or (b), to pursue all reasonable enquiries in a sensitive and timely manner.*

appendix 1

Factors

You can decide these factors by using another mnemonic

STEEPLES:

- | | |
|----------------------|--|
| Social | - There is a likelihood that the school/local community will be affected by... |
| Technical | - Arrangements have been made for... |
| Economic | - At the present time there are no economic constraints... |
| Environmental | - My concern at this time is in relation to... |
| Political | - There are no political considerations affecting the incident at this time... |
| Legal | - My legal considerations at this time are... |
| Ethical | - I shall ensure that... |
| Safety | - Health and safety considerations have highlighted... |

Choices/Options

- *There are currently a number of choices open to me based upon the information I am currently aware of*
- *My preferred option is...*
- *My rationale for this is recorded in this decision log as follows...*

You can use a SWOT analysis to examine these:

Strengths

Weaknesses

Opportunities

Threats

appendix 1

Human Rights

- *I have considered the following Human Rights issues...*
- *This impacts/does not impact on the persons involved because of...*

You can use **PLAN** to help with my decisions:

Proportionate	- were the measures taken equal to the event
Legal	- are your actions lawful
Accountable	- can you justify your actions
Necessary	- was your course of action necessary

Risk Assessment

The '**STEEPLES**' assessment under '**Factors**' above will also help point towards what areas of risk you are managing both in terms of the risk to the school/ community, the risk to the Local Authority and the risk to Health and Safety of all concerned. Use this to show that you have conducted these risk assessments and show your rationales.

A risk assessment for an incident is dynamic and can be simply broken down into four headings known as RARA:

- Remove the risk**
- Avoid the risk**
- Reduce the risk**
- Accept the risk**

Monitor

- *I shall continually monitor the progress of this incident and the strategies adopted.*
- *Lines of enquiry and actions will be reviewed and debriefings will take place to inform the decision making process.*



appendix 2

Decision/Management Log (usually used by Gold & Silver)

Record your decision

Record the reason for your decision

Person completing.....

Date & time.....

Page.....of





appendix 3

Emergency Kit — Critical Incident bags

One or more Critical Incident bags should be assembled.

Kits should be located in strategic places for ready access in administrative offices, classrooms, evacuation sites, and other key locations. It is advisable to have one or more bags. Ideally one located offsite.

Bags should include the following:

- Class lists/pupil contact information
- Decision logs (copies of Appendix 2)
- Incident tape
- Clipboards
- Pens/pencils
- Building maps
- Full map/plans of school and vicinity
- Incident plan copy.
- List of CPR trained/first aid trained school staff.
- LA and emergency phone numbers.
- Communications equipment and batteries.
- Keys. (Internal & external)
- Loud hailer, whistle or other device.
- Torches
- 2-4 Blankets
- List of staff/staff directory/staff emergency contact information
- Building maps
- Disposable latex gloves.
- High Visibility Jackets to recognise key individuals
- A number of First Aid kits
- Instant ice packs

This kit should be brought to the Control Centre for distribution by Silver (school) and carried out in any evacuation.



appendix 4

Critical Incident Response

INSERT A LETTER TO SEND HOME
(attach here)

Contact Local Authority.
(Who may write or assist in writing a letter to parents).



appendix 5

Dealing with the Media

Media and third party enquiries must be routed to Bronze (media and communications) who should brief all staff likely to receive calls.

On no account should unauthorised persons speak to the media other than to help re-route calls.

The Critical Incident Team (with input from Bronze (media and communications)) will monitor the incident and decide if the issue is 'winding down' or prepare for more complex developments.

Bronze (media and communications) team will provide:

- regularly updated holding statements for the Press, Members of the Public, and Parents.
- status update statements for Press, Chair of Governors and Parents
- briefing and support for Heads and Chair of Governors prior to Press interviews and statements
- briefing and support for Staff answering telephone enquiries and setting answer phone messages
- a 'hot line' and call centre facilities(which could be provided by the LA), should it become necessary
- press only phone lines, should it become necessary.
- liaison with all Emergency Services' Press Offices.
- liaison with Local Borough Press Offices and the Press Offices of other partner agencies.
- formal responsibility for emergency communication with the Media and of monitoring Media broadcasts.

If the assessment of the Incident highlights the potential to adversely affect the brand/image of the School, The Local Authority or Borough on a significant scale, it shall be recommended that the Local Authority Management Team shall be updated immediately and on a regular basis thereafter.



appendix 6

Copy your most
current school floor plan
and place here



appendix 7

Emergency Locations (Managed by Bronze (site))

School Name:

Head teacher:

Primary Sites	
In-School Control Post	
Exterior Control Post (After evacuation)	
Evacuee Assembly Area(s) (Including a copy of school register)	
Media Site	
Parent Site	
Hospital Site	
Medical Treatment Site	
Child Pick-Up Area	

The locations used must be the same locations as those identified on the Fire Evacuation Plan.



appendix 8

School Critical Incident Drill

Evacuation site for students and staff is at _____ (Location).
(Preferably more than 400m from incident)

Contact person at our evacuation site is _____ (Name).

Evacuation site will be visited by the School Incident Team and/or School Senior Management Team and students on _____ (Date).

Specific instructions for evacuation site utilisation are: _____

Emergency Locations Form of School Critical Incident Plan to be completed by
_____ (Head teacher).

Anticipated date of School Critical Incident drill is _____ (date).

A critical incident drill is required during the school year. Consult Safer School Partnership officers or Safer Neighbourhood Team officers regarding the planning and scheduling of the incident drill.

Record of preparation and practice

Date of practice	Date of debrief	Lessons learnt	Implemented by



appendix 9

Critical Incident Plan Release System

Before an Incident:

Establish multiple release locations at your evacuation site.

The number of locations will depend on the number of the student population, the configuration of the evacuation site building, and the division of the students within the evacuation site.

Know where to locate the evacuation site key and how to disarm any alarm system.

Locate the evacuation site water supply and bathrooms. Know the number of toilets available.

Prepare large signs to direct parents, community and emergency personnel to release locations.

Determine specific areas where parents will wait for students to be brought to them.

Assemble evacuation notebook(s) that should include:

- Updated student register.
- Separated class lists according to predetermined groupings, if applicable. (i.e., year, level, etc.)
- Special needs and circumstances for students and staff.

Identify two staff members for each responsibility:

- Lead the release process at each release location.
- Escort students to parents waiting area.

Locate equipment needed to amplify large group announcements if an intercom system is not available.

Determine where emergency services will be available for students, staff or other personnel who may need immediate attention. (i.e., insulin, asthma control, hydration, etc.)

appendix 9

During a Critical Incident:

- Bring the emergency notebook(s) with the class lists/groups.
- Bring the direction signs.
- Send identified staff with release responsibilities immediately.
- Establish emergency services area.
- Communicate through identified personnel only.
- Bring radio/mobile phones.

Consider the following in making plans:

- Weather.
- Distance involved in location of evacuation site.
- On-going building construction.

appendix 10

Frequently Asked Questions

Question:

What action should you take if a critical incident occurs in your school?

Answer:

- *Preserve the life and well being of students and staff.*
- *Evacuation (in case of fire or flood)*
- *Preserve the scene if a crime is suspected (If on school premises tape off the scene).*
- *Secure the evidence.*
- *Identify those affected.*
- *Identify witnesses.*

Question:

Why is correct school action important?

Answer:

To ensure public confidence in the school, identify and safeguard pupils and staff. Secure the trust of families, friends and local community and secure and ensure cooperation of the community.

Question:

How can a school do all of this?

Answer:

By invoking a Critical incident plan.

appendix 10

Question:

What is a Critical incident plan?

Answer:

It is planning for and being ready to deal with a critical incident prior to it happening so that staff and students are properly protected and so that confidence in your school can be maintained and the normal education process can be restored as quickly as possible. It will enable the school to:

- *Preserve life*
- *Identify key school responsibilities in a critical incident.*
- *Communicate with parents about the safety of their children.*
- *Provide check lists to help staff deal with various crises.*
- *Direct staff while under demanding and stressful conditions*
- *Enable the school to build and retain good relations with Students, staff, parents, emergency services, local community and media.*

Question:

How can you make a critical incident plan work?

Answer:

Preparation and Practice. This includes preparing all your staff in possible scenarios (your local police may be able to assist with practice scenarios).

