Policy Name:	**Critical Incident Management Plan**
Adopted at / by:	**FGB**
Signed on behalf of the Governing Board	
Name:	**Kevin Moyes**
Date:	**September 2026**
Signed on behalf of Headteacher:	
Name:	**Kayleigh Anstee**
Date:	**September 2026**
Review period:	**1 year**
Date of next Review	**September 2027**

CRITICAL INCIDENT MANAGEMENT PLAN

School Name	Gateway Primary School		
School Address	Netheravon Close, Carterton Oxfordshire		
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Telephone Number	01993 842189		
Email Address	office.2254@gateway.oxon.sch.uk		

Date of issue	September 2026
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1. Introduction

1.1 Overview

A critical incident may be defined as:

"*An event or events, usually sudden, which involve the experience of significant personal distress to a level which potentially overwhelms normal responses, procedures and coping strategies and which is likely to have emotional and organisational consequences."*

Examples of critical incidents that might affect establishments are:

- A major incident in which employees, volunteers and/or pupils are killed or seriously injured (e.g. Aberfan, Dunblane, M40 mini-bus crash, Jupiter school cruise ship).
- An incident on-site at an establishment, involving sudden natural death, serious assault, accident or injury, hostage situation (e.g. a machete attack on nursery children).
- A personal tragedy or major incident in the community that affects staff or pupils through trauma or traumatic bereavement (e.g. Hillsborough, Herald of Free Enterprise, murder in the community).

1.2 Review existing measures

Establishments are required by law to regularly review their arrangements for **health and safety**. They must also review matters relating to **security and personal safety**. Regular review of these matters will help to reduce the risk of emergencies developing into disasters.

All employees should be aware of their establishment's **existing emergency procedures** (e.g. fire, bomb threats, severe weather warnings etc.), and should be familiar with the procedures for emergency evacuation and closure. Regular practice of emergency procedures should be part of the workplace routine.

You will need to develop your establishment's emergency procedures; and adapt the model plan to suit the particular circumstances of your establishment.

Your establishment's plan **must** be reviewed at least annually. It should be revised whenever necessary. Such as a change in SLT.

2. Communication

Efficient and effective communication systems are central to the effective management of emergencies. You may wish to consider whether you can incorporate any of the following into your establishment's preparation for Emergency Planning:

2.1 Rapid alert systems

- Emergency Fire & Evacuation Procedures prominently displayed; and all staff familiar with them through regular notice.

- Fire Alarm signal to trigger rapid evacuation. Different use of lesson bell, or other agreed signal, for emergencies where evacuation would be inappropriate or dangerous.

- Directory for internal telephone system could include emergency contact telephone number(s).

- Use of internally agreed code words for internal staff alerts.

2.2 Quick access to information and people

- List of up-to-date emergency telephone contact numbers, regularly reviewed and updated; and included in the establishment's Emergency Plan.

- Current emergency telephone contact numbers for families of pupils, staff, and regular volunteers.

- Up-to-date emergency telephone contact numbers, and establishment identification, carried at all times by staff on off-site visits / journeys

- Map or ground-plan of establishment included in the Emergency / Critical Incident Management Plan to help Emergency Services to prioritise and protect key areas (e.g. data storage).

- Agreed telephone tree. (See Appendix 1)

3. Contacts

School closure	**01865 894811 and/or** schoolclosure@oxfordshire.gov.uk
If you require **urgent** County Council assistance **out of office hours** please telephone Oxfordshire Fire Service Control (01183) 589333 and ask for the Duty Emergency Planning Officer (DEPO). The DEPO will telephone you to assess the support required and then contact the appropriate County Council Directorate.	
3.1 Daytime telephone numbers	
Emergency Planning Unit (EPU)	01865 323765
Emergency Services	999 (24 hrs)
Environment Agency	0845 988 1188 (24hr floodline)
Foreign & Commonwealth Office	0207 008 1500 (if abroad +44207 008 1500)
Department for Education	0370 000 2288
Health and Safety Team	03300 240849
Health and Safety Executive	0845 300 9923 (office hrs) 0151 922 9235 (24hr duty officer) 0151 922 1221 (24hr duty press officer)
Health Protection England	03452 2799879
Human Resources	02380 383500
OCC Media Representatives	01865 323870
OCC Insurance	01865 894988
Teacher Support Network	0800 562 561 (24hr)
Utility Supplier (Electricity)	*EDF 105 or 0845 366 3664*
Utility Supplier (GAS)	*Total Gas 0800 111 999*
Utility Supplier (Water)	*Castle Water 01250 718718*
Catering (if not in house)	*ABM Catering -Helen Merrick 07889411715* *Kitchen 01993 867278*
Cleaning (if not in house)	*Rapid Clean 0845 0742981 / 07355 677674 Luan Henning*
3.2 Useful websites	

School website	*https://www.gateway.oxon.sch.uk*
Local authority	www.oxfordshire.gov.uk
Department for Education	www.gov.uk/dfe
Health and Safety Executive	www.hse.gov.uk
Environment Agency	www.gov.uk/ea

3.3 Contact details – for completion during an emergency

This table should be left blank so it can be used to record additional contact details during an emergency

Name	Contact Details	Notes

4. Incident Occurrence

4.1 Notification of incident

- Information about an incident can come from many sources. Whoever receives the alert should ask for, and record, as much information as possible.
- Find out what happened, getting as clear a picture if possible.
- Offer reassurance and support. Remember that all those involved in the incident (both directly and indirectly) may be suffering from shock and panic.
- Use the form below to record all information

4.2 Incident notification sheet

Name of informant		Staff/Parent/Pupil/Other:	
Date and time of call		Date and time of incident	
Contact details of informant			
Location of incident			
Details of incident			
Location of Informant			
People affected (Names, injuries, where are they, where are they being taken to)			
Arrangements in place for people not directly involved in incident			

Who else has been informed?	☐ Headteacher ☐ School staff ☐ Governors ☐ Parents/Carers ☐ Extended Services ☐ Pupils ☐ Police ☐ Fire & Rescue Services ☐ Ambulance Service ☐ Local Authority ☐ Health & Safety Executive ☐ Media ☐ Insurance ☐ Other:
Does anyone else need to be informed?	
Any other notes	
Person Completing this log	

4.3 Educational Visits Sheet

If the incident happened on an educational visit please ask the questions below **in addition to those at 4.2**. You may already have these details but it could be useful to seek confirmation.

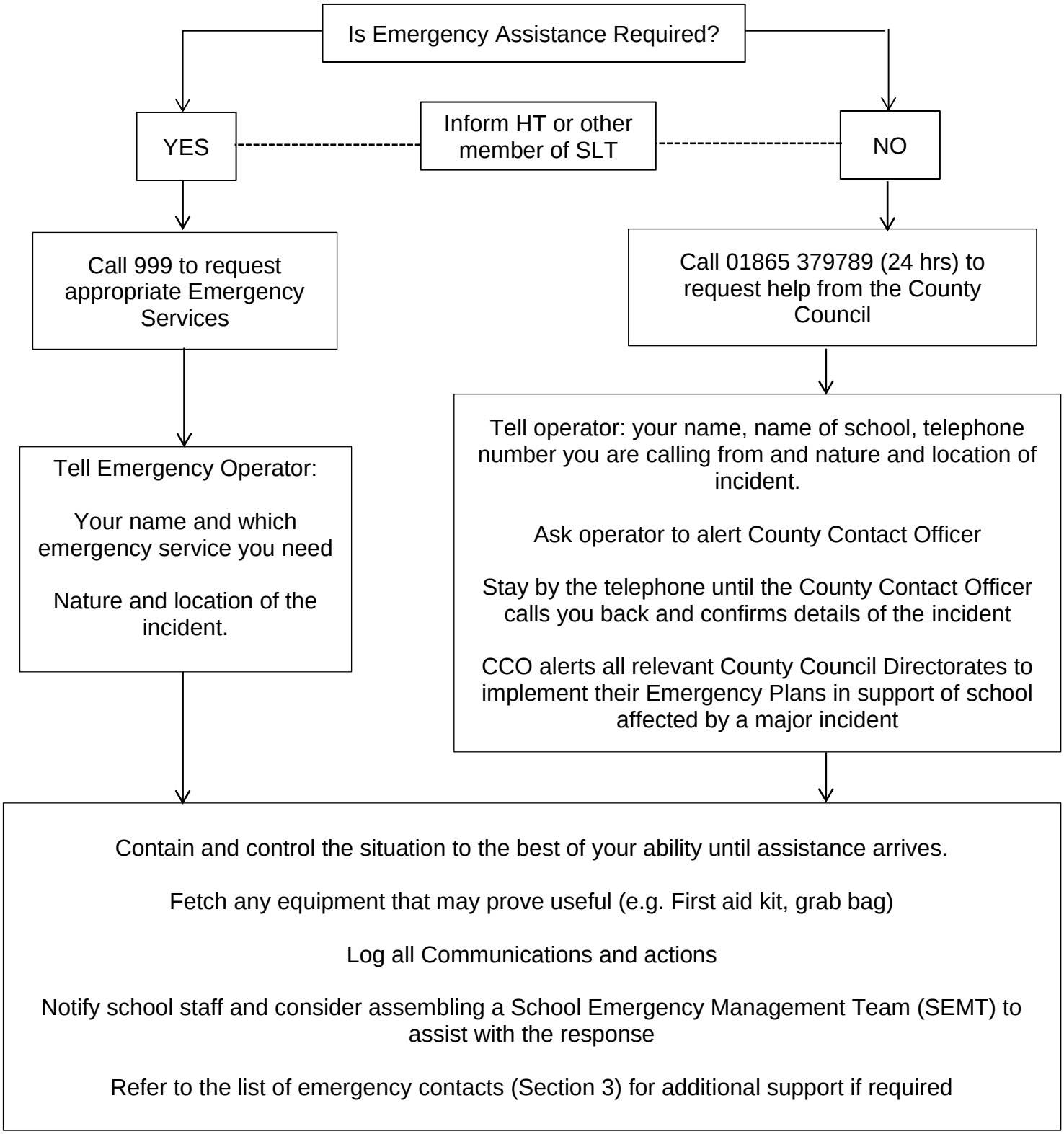
Educational Visit Leader	
Number of pupils on visit	
Number of staff on visit	
Nature of Educational Visit	
Location of Educational Visit	
If incident happened abroad, do the Foreign & Commonwealth Office need to be notified	

5. Emergency Action Plan

Each emergency will demand unique responses.

- Assess the situation and establish a basic overview of the incident
- Take immediate action to safeguard pupils, staff and visitors
- Attend to any casualties and administer first aid if appropriate

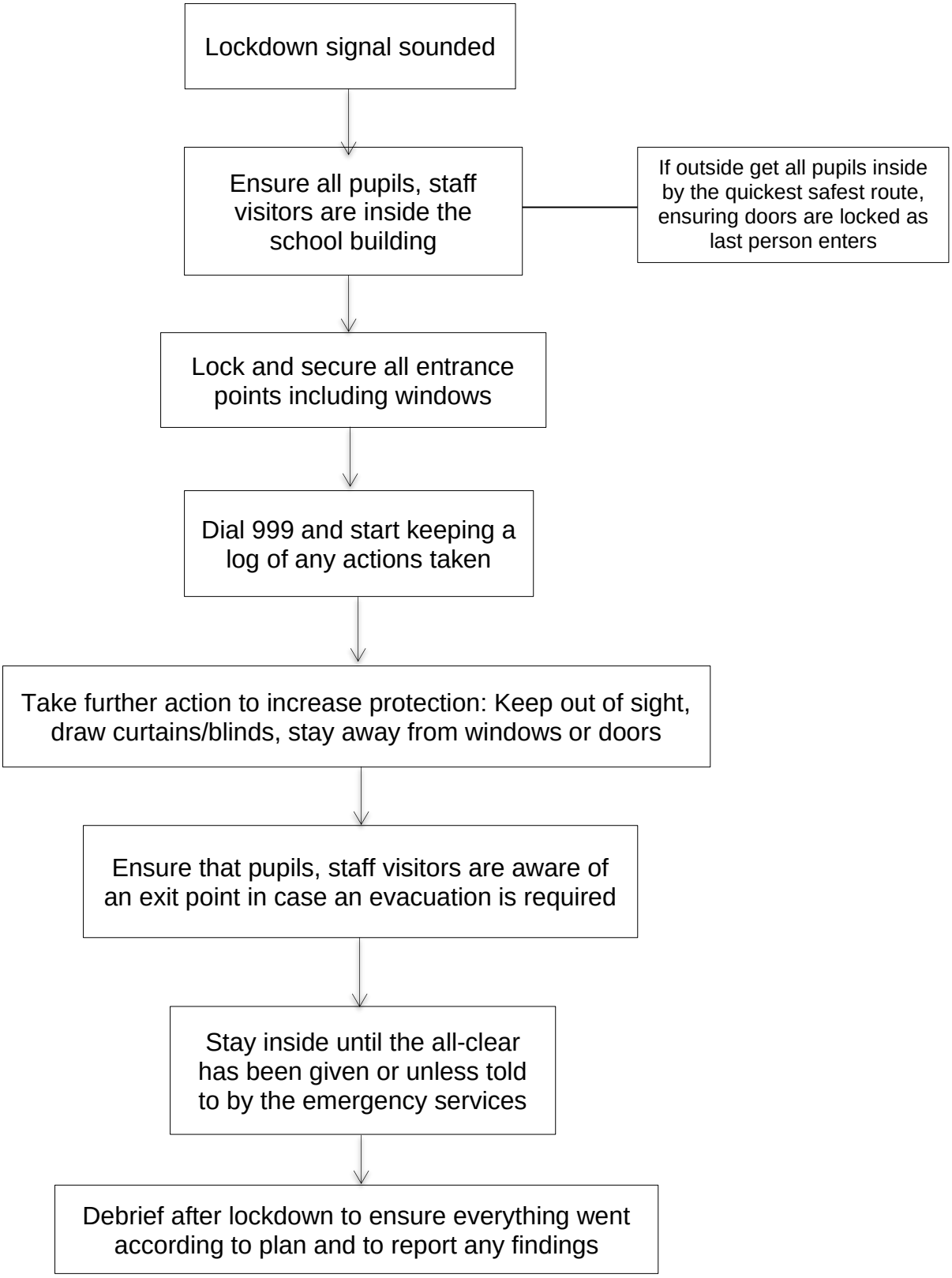
5.1 Initial Response Flow Chart



5.2 Lockdown flow chart

A lockdown could occur for many reasons such as unwanted intruder or animal on school grounds.

The signal for a lockdown should not be the same as the fire alarm.



6. Roles and Responsibilities

6.1 Roles and responsibilities - co-ordination

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	If the incident has occurred on an educational visit: Liaise with the educational visit leader on a regular basis Consider sending extra staff to support the educational visit leader Discuss with the educational visit leader the arrangements for notifying parents / carers Consider how parents / carers and pupils will be reunited.	
C3	Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles: Business continuity Communications Log-keeping Media management Resources Welfare.	
C4	Remember to: Allocate tasks amongst the SEMT Ensure that staff are clear about their designated responsibilities Establish the location and frequency of SEMT / staff briefings Ask staff to maintain a log of actions made and decisions taken Assign a log-keeper to provide administrative / secretarial support.	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform governors as appropriate.	
C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

Ref'	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: Staff Pupils Parents / carers Governors Extended services.	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

Ref'	Co-ordination - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 4 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for school staff involved in the response.	
C25	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
C26	Initiate a review of the school emergency plan.	
C27	Consider contacting the Headteacher of nearby schools to inform them of any important issues relating to the incident.	

6.2 Roles and responsibilities - business continuity

Please refer to appendix 3 for more information on business continuity arrangements.

Ref'	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: Loss of utility supply Loss of supplier Loss of premises Loss of personnel Loss of telecommunications.	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref'	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	

Ref'	Business continuity - recovery	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

6.3 Roles and responsibilities - communications

Ref'	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO2	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

Ref'	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: Pupils Parents / carers Governors Extended services.	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers. Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: What has happened How their child was involved The actions taken to support those involved Who to contact if they have any concerns or queries.	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref'	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

6.4 Roles and responsibilities - log-keeping

Ref’	Log-keeping - initial response	Tick / sign / time
LK1	Attend SEMT briefings. Keep a log of important information, actions taken and decisions made.	
LK2	Ensure that each member of staff keeps an incident log.	

Ref’	Log-keeping - ongoing response	Tick / sign / time
LK3	Provide administrative / secretarial support to the SEMT.	
LK4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
LK5	Record details of any expenditure incurred by the school.	

Ref’	Log-keeping - recovery	Tick / sign / time
LK6	Collate all incident logs, making copies if necessary.	
LK7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	

6.5 Roles and responsibilities - media management

Ref'	Media management - initial response	Tick / sign / time
M1	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M3	Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.	
M4	Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M5	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
M6	Be prepared to be interviewed by the media.	

Ref'	Media management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the SEMT, emergency services and other organisations as appropriate.	
M9	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	
M10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref'	Media management - recovery	Tick / sign / time
M12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
M13	Be aware of media interest in memorials or anniversaries of the event.	

6.6 Roles and responsibilities - resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. Provide authorised visitors with identification badges and ensure they sign-in and sign-out. Ensure that media access to the site is controlled.	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: ▪ SEMT briefing room ▪ Briefing area for parents / carers ▪ Media briefing room.	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

Ref'	Resources - recovery	Tick / sign / time
R10	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
R11	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
R12	Procure temporary classrooms if appropriate.	

6.7 Roles and responsibilities - welfare

Ref’	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: Those with Special Educational Needs (SEN) Those with medical needs Those with Personal Emergency Evacuation Plans (PEEPs) Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).	

Ref’	Welfare - ongoing response	Tick / sign / time
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W4	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W5	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils..	
W6	Where possible, every child should to be spoken to, and asked if they are alright, before they leave school.	
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W8	Ensure that staff take regular rest periods.	

Ref’	Welfare - recovery	Tick / sign / time
W9	Please refer to appendix 4 for information on welfare arrangements and post incident support after the emergency response.	

6.8 Roles and responsibilities - educational visit leader

Ref'	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the Headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad).	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref'	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the Headteacher / nominated emergency contract. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the Headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: Records of expenditure Medical certificates / hospital admission forms Police incident number.	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the Headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref'	Educational visit leader - recovery	Tick / sign / time
E25	Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

Appendix 1

All staff on WhatsApp

Appendix 2

Pupil contact details on Arbor

Important paper-based records should be kept in a secure location (e.g. a fire proof safe). During an emergency do not attempt to recover any records or equipment unless safe to do so.

Paper-based records	Where are they stored?	Effect of loss (Short, medium or long term)	Back-up measures/ restorative arrangements
Coursework	Classroom		
Exam papers	Locked Metal Cabinet DH Room		

Electronic Records	Where are they stored?	Effect of loss (Short, medium or long term)	Back-up measures/ restorative arrangements
Asset registers /equipment inventories	Smartlog	None	N/A
Coursework	Shared Drive	None	N/A
Contact details	RM Integris and IBC	None	N/A
Financial information	IBC/BPS	Short term Loss of paper-based records and invoices	N/A
Insurance	OCC Intranet and Shared Drive	None	N/A
Medical information	Shared Drive and Smartlog		N/A

Remote learning	Notes/Instructions
Website/extranet	Google Classrooms
Email	
Post	

Appendix 4 - Post Incident Support

Ref'	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the school library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers with information on: ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the school ▪ Who to contact if they would like additional support.	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the Headteacher of the new school.	

Ref’	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care.	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref’	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: Initial part-time attendance Alternative methods of teaching A sanctuary that pupils could use if upset during the school day.	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: Missed work Rescheduling projects Exams.	

Ref’	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider: ▪ Closing the school on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the school ▪ If staff and pupils can be allowed time off school to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations.	

Ref’	Post incident support - remembrance	Tick / sign / time
P29	Taking into account the wishes of the family, consider providing a suitable memorial at the school: Garden Seating area / bench Tree Book of condolence Fountain Sculpture Painting Photograph Prize (e.g. a sporting / academic trophy for older children).	
P30	Be aware of important dates which may need to be prepared for. E.g.: Birthdays Christmas Mother’s day Father’s day Anniversary of the event.	
P31	Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.: Commemorative service Special assembly Concert Display Sports event.	
P32	Be aware of renewed media interest near anniversaries of the event.	

Appendix 5 - Communication

Designated phone lines	Contact number	Location of telephone
Incoming calls		
Outgoing calls		

All relevant parties should be updated at regular intervals on the incident, even if no significant developments have occurred since the last time of contact.

Methods of communication	Notes/instructions
Answer phone	• Example of pre-recorded message • Instructions on setting to 'message only' mode • Can it be updated remotely or only from the school site?
School website/extranet	• Log-in details • Who is authorised/trained to edit the website? • Can it be updated remotely or only from the school site?
Text messaging system	• Log in details • Who is authorised/trained to use the text messaging system? • Can it be used remotely or only from the school site?
Local radio stations	• Instructions for reporting school closures
Telephone tree	
Sign at school entrance	
Newsletter	
Email	
Letter	
School notice board	

Preferred methods of communication are included below (although these may change depending on the exact nature of the incident).

Group	Preferred method of contact	Contact details are available from
Pupils		
Parents/carers		
Governor		
Extended Service		

Appendix 6 – Bomb Threats

If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible

Date of call		Time of call	
Telephone number you were contacted on			
Exact wording of the threat			

Stay calm. Being cautious, and without provocation, try to ask the following questions

Where is the bomb right now?	
What will cause it to explode?	
When will it explode?	
Did you place the bomb? If so, why?	
What does it look like?	
What is your name?	
What kind of bomb is it?	
What is your telephone number?	
What is your address?	

Try dialling 1471. You may get information on where the phone call was made from.

Did dialling 1471 work?	
Time the call ended	

- Contact the Police and Headteacher/nominee immediately
- Carry out further actions based on Police advice

What gender was the caller?	☐ Male	☐ Female	
Approximately how old was the caller?			
Did the caller have an accent?			
Did the caller use a codeword?			
Did the caller sound familiar?			
What sort of voice did the caller have?	☐ Normal ☐ Loud ☐ Quiet ☐ Whispered ☐ Clear ☐ Disguised	☐ Well spoken ☐ Poorly spoken ☐ Deep ☐ high pitched ☐ Hoarse ☐ Nasal	☐ Impediment ☐ Stutter ☐ Lisp ☐ Slurred ☐ Other
At what pace did the speaker call?	☐ Normal	☐ Quick	☐ Slow
What manner did the caller have?	☐ Normal ☐ Calm ☐ Excited ☐ Laughing	☐ Upset ☐ Angry ☐ Rational ☐ Irrational	☐ Irritated ☐ Muddled ☐ Other
Were there any distinguishable background noises?			
Any other notes			

Appendix 7 – Suspicious Packages

Postal bombs or biological / chemical packages might display any of the following signs:

- Excessive wrapping
- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor hand writing, spelling or typing
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address.

The likelihood of a school receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: Do not touch the package further Do not move it to another location Do not put the package into anything (including water) Do not put anything on top of it.	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the headteacher / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

If anyone is exposed to a potentially hazardous substance carry out the actions below.

Ref'	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
SP7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
SP8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

	Thursday, 19/05/2011
7.40pm	*Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.*
7.50pm	*Rang Philip. Number engaged.*
7.55pm	*Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for 8.15pm.*
8.05pm	*Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: ~~07802 388~~ 07802 338 202.*
8.20pm	*Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).*
8.40pm	*Informed Anna Hughes (deputy headteacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the radio stations.*

Notes should be recorded in chronological order.

If you make a mistake don't try to overwrite the original text - cross it out with a single line and start again.

Only include times

Notes should be clear, intelligible and accurate.

Include factual information.

Use plain and concise language.

Keeps records of any expenditure.

Do not remove any pages.

Do not use correction fluid.