



Critical Incident Policy

Signed by headteacher: *A Hughes*

Signed by Chair of Governors: *David Bradley*

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Critical Incident Policy

SCHOOL CRITICAL INCIDENT MANAGEMENT PLAN

Why do we need a Critical Incident Management Plan?

Handling crises and dealing with difficult 'incidents' on a daily basis is viewed by some as a normal aspect of school life. However, there are occasions when schools will experience incidents of a significantly more extreme nature. What seems to distinguish these incidents is their nature and scale, and it is this type of occurrence, which has come to be termed a 'critical incident'.

What is a critical incident?

Although the concept of a critical incident is difficult to precisely define, we regard it to be an unexpected occurrence, which may suddenly have a major impact on school'.

It is also important to note that this approach, which views critical incidents as situations or crises that are beyond the everyday experiences of school life, contains an implied understanding that these incidents would be markedly distressing to a significant number of adults and children.

A major incident may be defined as:

- An accident leading to a serious injury or fatality;
- severe injury or severe stress;
- circumstances in which a person or persons might be at serious risk of illness;
- circumstances in which any part, or whole of the school is unable to function as normal due to external influences and
- any situation in which the national press or media might be involved

Potential Risks:

The major risks to the school site are thought to be:

- Fire
- Gas Leak
- Flooding
- Accidents
- Asbestos

Potential Emergencies

There are three main types of emergency:

- Sudden and Localised Emergencies. They include:
 - Serious accident
 - Violent intrusion into school
 - Fire/explosion
 - Hostage situation
 - Structural damage to school
 - Death of a pupil or member of staff on site
 - Local epidemic
 - Hazardous substance release
- Widespread Natural Disasters. They include:
 - Floods
 - Severe weather
 - Widespread epidemics
- Miscellaneous. There are also events outside the school, which may have an impact on the pupils/staff and therefore be considered an emergency; including:
 - An incident within the local area witnessed by pupils.

- Death of pupil or member of staff off-site
- An incident affecting a relative of a pupil or member of staff
- A widespread emergency in the local area that affects pupils or staff.

As such, major incidents include:

- death of a pupil or member of staff
- death or serious injury on a school trip
- epidemic in school or community
- violent incident in school
- a pupil missing from home
- destruction or major vandalism in school
- a hostage taking
- a transport accident involving school members
- a disaster in the community
- a civil disturbance or terrorism
- arson attacks on schools
- major fires at a school
- significant vandalism
- pupil suicides and sudden deaths
- violent attacks on pupils and staff members
- the sudden death, in tragic circumstances of members of staff
- incident involving an intruder, believed to be armed, on school premises
- road traffic accidents, involving fatalities within a school community
- abductions / disappearances
- allegations or actual incidents of abuse against pupils by staff and staff against pupils
- incidents involving the murder of schoolchildren that attracted the attention of national and international media over prolonged periods
- floods
- school used in an emergency

What is a Critical Incident Management Plan?

This Critical Incident Management Plan (CIMP) sets out the procedures to ensure the safety and protection of the whole school community in the event of a critical incident.

Distribution:

- Chair of Gobs: David Bradley
- Headteacher: Amy Hughes
- SLT: Kim Abbott, Amy Southwick
- School Business Manager: Kirsty Niziolek
- Caretaker: Dave Puckett
- Critical Incident Management Team: (All of the above)
- All staff via staff email
- Parents via school web-site/email

Critical Incident Plans

The school has planned for a “Critical Incident” by making Precautionary Plans, Initial Reaction Plans, Consolidation and Dispersal Plans and Follow-up Plans. Protocols for Communication and plans to respond to a “Fatal or Serious Injury” have also been drawn up. These form the “Critical Incident Management Plan”.

Aim:

The aim of this plan is to enable the school to deal rapidly and effectively with an emergency situation with the least adverse impact on the school community.

Purpose:

The purpose of this plan is to:

- Minimise injury or loss of life.
- Evacuate all the school community to a designated safe area
- Alert:
 - Emergency Services
 - Local Authority
 - Governors
- Establish effective control until the emergency services arrive.
- Minimise effect on the school's routines.
- Support the school community in the aftermath.
- Work effectively with the media.

Critical Incident Management Team (CIMT).

The school will set up a CIMT to coordinate the response to a critical incident, implementing the Critical Incident Management Plan. The CIMT will comprise of the following people:

- Chair of Gobs: David Bradley
- Headteacher: Amy Hughes
- SLT: Kim Abbott, Amy Southwick
- School Business Manager: Kirsty Niziolek
- Caretaker: Dave Puckett

The plan addresses these issues in a pre-planned phased manner.

Pre-school is included in the main school plan. If evacuation is required, then the Pre-school join the main school in walking to the designated area.

Pre-planned Phases

- Precautionary Plans
- Immediate Reaction Plans
- Fatal or Serious Injury Protocols
- Consolidation and Dispersal Plans (see Roles & Responsibilities below)
- Follow-up Plans
- Communication Plan

Roles and Responsibilities

	Person	Action
1	Designated Lead (Headteacher or SLT)	Call Emergency Services
2		Initiate Planned School Response
3		Account for all personnel on premises
4		Brief Critical Incident Management Team
5		Inform and liaise with Police and Chair of Governors
6		Prepare statement
7	Assistant Headteachers x 2	Allocate staff to tasks
8		Inform and liaise with Local Authority.
9	Crit. Incid. M Team	Log events and actions taken
10	Headteacher	Inform / liaise with Southampton City Council Communications Team
11	Business Manager / Head teacher	Keep record of witnesses
12		Deal with enquiries from relatives
13	First Aiders	Administer First Aid
14	All Staff	Keep mental/physical note of facts/information
15		Reassure pupils and handover to relatives at Pick- up point
16		Do not move anything, only people
17		Do not discuss legal liability or talk to the media.

PRECAUTIONARY PLANS (A)

The following precautions are reviewed on an annual place:

1. Staff /pupil awareness:

The following precautions are put in place at the beginning of each academic year and form part of staff induction:

- all staff and pupils are familiar with the school's routines for fire and the evacuation of the school building on hearing the fire alarm
- all staff are familiar with the routines and procedures for dealing with emergencies, including evacuation procedures.
- (as detailed in this Policy)
- all staff and pupils are familiar with the school's security procedures, in particular that all visitors not wearing a visitor's badge should be questioned and escorted to reception.
- all staff organising school trips and visits follow the guidelines and provide the SLT with the relevant information for a risk assessment to be conducted
- all staff are aware of pupils with medical needs or health problems
- all staff are aware of the procedures concerning working alone
- all staff are aware of school policy in dealing with violence at work
- all staff are aware that they should assess associated risks to children before carrying out a curriculum or other activity
- all staff are aware of the Health and Safety Policy
- all staff are aware of the procedures documented in the Staff Handbook

2. Pre-planned Locations

Assembly Area: A point has been designated inside the school grounds (ASSEMBLY AREA IN PLAYGROUND) where staff and children will gather on hearing the alarm being raised, initial checks are made whilst awaiting decision to move to Safe Area.

Temporary Incident Control Point. A safe point near to the school where Designated Lead, key witnesses and casualties gather prior to arrival of emergency services. (SHELTER IN LEARNING GARDEN). The emergency services will establish their own Incident Control Point rapidly.

Safe Area. A known designated building outside the school grounds to where, on the decision of the Designated Lead, all school personnel will gather and further confirmatory checks made. (BITTERNE MANOR COMMUNITY CENTRE).

3. Emergency Control Centre:

Location. In the event of a confirmed incident, the Designated Lead is to decide where the Emergency Control Centre is to be established. There are two options:

- If the school is not evacuated - School Office.
- If the school is evacuated - Bitterne Manor Community Centre (see map).

4. Emergency Control Centre - Equipment.

Prepared emergency bags are stored in the headteacher's room and the SENCo room, containing the following equipment.

	Item	Detail	Source
1	Contact Information	Important phone numbers external services and internal contacts.	Emergency Response File
2		Staff Names/ Cascade System	Emergency Response File Or VPN
3	School Personnel Data	Staff Next of Kin Details	Emergency Response File Or VPN
4		Parent Contact Details	Emergency Response File Or VPN
5		Pupil Names (Class lists)	Emergency Response File Or VPN
6	Home Contact texting system	Passwords and instructions of how to use	Emergency Response File
7	Infrastructure Data	Maps and Plans	Emergency Response File
8	Equipment	Stationary, pencils and erasers, whiteboard and pens	Grab bags
9		Contents of Grab Bags: Megaphone with batteries, wind up torch, 5 foil first aid blankets, 2 High visibility vests, 1 Clipboard, drinking water, Safety whistle, 1 Notebook with pencil, first aid kit	Grab Bags
10		Log Sheets	Emergency Response File

11	Gates & Boiler Room Keys x2	Labelled.	Emergency Response File
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5. Communications

There is a need to communicate both externally and internally in an assured and consistent manner to all parties throughout the incident as well as logging a summary of the contents of these communications.

- Internal
 - Affected Parents.
 - All Pupils.
 - All Staff and parents not directly affected.
- External
 - Emergency Services
 - External Agencies
 - Media

Follow the guidance set out in section **Communication Plan (F)**

6. Critical Incident Management Team - Internal Communications Plan Out of Hours

1. Staff are informed using STAFF EMERGENCY CASCADE SYSTEM or via the HOME CONTACT TEXTING SERVICE if required.
2. Parents and staff will be informed by the HOME CONTACT TEXTING SERVICE if required.

7. Critical Incident Management Team - Internal Communications Plan – In Hours.

- Designated Lead: Set up lines of communication and roles
- Office Staff: Contact Staff not on duty

8. Qualified First Aiders:

Details of first aiders are in the **EMERGENCY RESPONSE FILE**

IMMEDIATE REACTION PLANS (B)

Source of Initial Incident Information.

The initial alert information may come from any one of a number of sources, including:

- Pupils
- Staff
- Neighbours
- Parents
- Emergency Services
- Southampton City Council
- Media.

Initial Reaction Plan.

Initiating Member of Staff Immediate Actions:

	Initial Actions by Initiating Adult	✓
1	Take action to ensure the children are safe and remove them from the threat/incident to a supervised safe area.	

2	Consider staff safety.	
3	Check to establish whether any individual or group needs immediate attention or assistance	
4	Verify incident	
5	Contact the Designated Lead	

Designated Lead Immediate Actions:

	Initial Actions by Designated Lead	✓
1	Alert Emergency Services and initiate Critical Incident Management Plan	
2	Decide whether to secure the children and staff in school or evacuate to a pre-designated safe area. This includes notifying the Pre-schol if appropriate.	
3	Account for all personnel	
4	Alert SLT / Critical Incident Management Team	
5	Start Log (see appendix 2) & Evidence Log (see appendix 3)	
6	Establish Temporary Incident Control Point (Learning Garden shelter)	
7	Establish Critical Incident Management Plan in Emergency Control Centre	
8	Build profile of incident via incident reporting sheet (appendix3)	
9	Plan duties of key staff	
10	Draft communique for parents and media	

PROTOCOL IN THE EVENT OF A DEATH OR ACCIDENT ON SITE (C)

FATAL INCIDENT PROCEDURE

1. Clear the immediate area of all children and adults as necessary.
2. Stay with the body
3. Alert another adult to call the emergency services immediately and then alert the Head Teacher to initiate the Critical Incident Management Plan.
4. Encourage other adults to take appropriate care of the remaining people.

ACCIDENT PROCEDURE

When any member of staff is called to assist at an accident where they suspect that there might be a fracture of a bone or there is gushing blood:

1. DO NOT MOVE THE PERSON. (Only move the person, if he/she is not safe where they are.)
2. Send another person (a sensible child or another member of the staff) to contact the Headteacher.

3. Keep the person in as comfortable, warm and still a position as the injury allows, supporting the affected limb.
4. If there is gushing blood use something (maybe an article of clothing) to put pressure on the wound.
5. Implement First Aid

Taking the above actions may prevent further damage to both the person and yourself; for example: if the child faints on stone, you could easily damage your back whilst stopping the child from falling.

Roles and Responsibilities LIST (D)

Summary of Activities:

	Person	Action
1	Designated Lead	Call Emergency Services
2	(Headteacher or SLT)	Initiate Planned School Response
3		Account for all personnel on premises
4		Brief Critical Incident Management Team
5		Inform and liaise with Police and Chair of Governors
6		Prepare statement
7		Assistant Head
8	Inform and liaise with Local Authority	
9	Critical Incident Management Team	Log events and actions taken
10	Headteacher	Inform and liaise with Southampton City Council Communications Team
11	Business Manager and Headteacher	Keep record of witnesses
12		Deal with enquiries from relatives
13	First Aiders	Administer First Aid
14	All Staff	Keep mental/physical note of facts/information
15		Reassure pupils and handover to relatives at pick-up point
16		Do not move anything only people
17		Do not discuss legal liability or talk to the media

Support for People:

Throughout the incident, all staff, and especially the SLT, should be aware of the following general responsibilities:

1. Take care of themselves and those around them and, if necessary, nominate people to provide specific support.
2. Some staff may feel unable to support others or the pupils.

3. Try and share out the burden of support and prevent it falling disproportionately on a small number of staff.

SUBSEQUENT AND FOLLOW UP ACTIONS (E)

Reopening.

After consultation with the Critical Incident Management Team the Chair of Governors, Local Authority and Emergency Services, the Head will decide on the arrangements and timing for reopening the school or whether alternative provision must be made. Inform and update the parents on these decisions.

Log Sheets.

Each member of the Critical Incident Management Team is to keep a log of all actions that they undertook. At the closure of the incident, they are to be handed to the Business Manager for safe keeping.

Follow-up Actions.

The Senior Leadership Team should nominate individuals (consider Governors) to prepare a plan for the longer term issues such as:

1. Support arrangements for pupils emotionally affected (eg. Counselling)
2. Formal and Informal Recognition and Rituals:
 - a. Arrangements for sympathy to the families directly affected Injured children can be visited/pupils encouraged to send cards and letters
 - b. Staff and pupils may attend funerals if welcome. Schools may be closed in recognition of funerals. Special Assemblies/in-school memorial services.
3. Ensure that staff members receive training in areas such as loss, change or bereavement as part of the School Improvement Plan.
4. Consider the provision of relevant fiction and non-fiction books in the School Library
5. Consider discussions with pupils about what are normal reactions to bereavement, stress or crisis.

Event Debrief and Review

It is important to debrief and review after the critical incident, whatever it may be.

Hot Debriefs

Before staff who have been involved in the incident that day go home, it is strongly recommended that a short debrief takes place with each relevant member of staff in order to:

- Commit to paper initial actions and thoughts whilst they are still fresh in the mind.
- To clarify what people have already achieved and what remains to be done
- To help combat feelings of isolation or blame

Final Debrief

There should also be a final debrief, including all staff involved in the event. It may also incorporate findings from consultation with children or young people involved. It should occur preferably within two months of the start of the incident. This debriefing and review should normally be led by the Head teacher, but can be led by the Chair of Governors or other appropriate person.

It is suggested that this meeting would usefully include:

- School link Educational Psychologist
- All members of Site Critical Incident Management Team
- Chair of Governors
- Any staff directly affected
- Other relevant staff from LA, if considered appropriate, e.g. asset manager, LA contact

A debrief will allow the incident to be examined in its entirety, good practice to be recognised and praised, and lessons learnt for the future. It can also help to provide some “closure” for the staff involved.

COMMUNICATION PLAN (F)

Outline Plan

1. **Concept.** The Headteacher is responsible for managing the communications plan. The Head/Lead may nominate this role accordingly.

2. **Actions Arising.** The Headteacher and the SLT should:

- Prepare Statement
- Contact parents/Guardians
- Inform Teachers and Support Staff Inform Pupils
- Inform Families and Relatives
- Inform the Media, if necessary, Contact Governors to support and help manage communications (eg. media interest).

3. **Template.** Agree and write a short factual communications statement based upon:

	Action	Remarks
1	Who is involved?	
2	What happened?	
3	Where did it happen?	
4	When did it happen?	
5	What actions have been taken?	
6	What actions are planned?	

4. **Contact Parents/Guardians:** will be delegated to talk to families. (Contact families directly affected using the Contact Details provided) Emergency Response File.

- Only give details to parents or guardians
- If they cannot be contacted directly, leave a message with a relative/friend/neighbour for them to call the School – give no more info.
- Alternatively, arrange to drop a note through the door of the house asking them to call the School – give no more info.

If school is not an appropriate site to meet parents, Bitterne Manor Community Centre should be used. (This should not be made known to the media)

Meeting Relatives:

If speaking to individual families we will use the Pre-school. If speaking to a large number of families we will use the hall.

5. Telecommunications Plan

If possible, try to log time / caller / info passed. Assigned phone lines as follows:

Information to Parents and Families of Casualties

1. In serious cases (e.g. critical injuries, fatalities) the family should be contacted by the police.

2. Liaise with LA Contact and press office to inform the family of any people with lesser injuries. Ensure that parents are informed as rapidly and as compassionately as possible, if possible by adults known to the parents.
3. Get calls done quickly. Misinformation will spread informally very quickly.
4. If school staff have to call a number of parents, it is recommended that a script be used, so that the information given to parents is consistent. Staff should not express opinions on the cause of the incident, or attempt to attribute blame.
5. Offer help with transport, if necessary and feasible.
6. Offer useful phone numbers for support or for more information (e.g. the emergency helpline number or the hospital number.)
7. Identify a separate gathering area for the parents/families of injured pupils/staff: rooms for rest and reception as advised by the Borough Emergency Control Centre. (Arrange for supply of hot drinks.) Community Educational Psychology Service will be able to provide advice to staff on how to communicate with parents
8. School

In-coming calls	023 80227596/023 8023 3289
Outgoing calls	023 80227596/023 8023 3289

Bitterne Manor Community Centre

Contact personnel:

Contact personnel:	
Mrs Helen Barker	07979964247
Mr Andrew Morris	07889975256

6. Information Flow

a) To staff:

Within School	Regular meetings
Outside School	Email / phone/texting service

Keep all staff informed with as much as possible

b) To pupils:

Plan the following communications:

- Advice to staff on briefing children (KS2/KS1/EYFS details)
- Time, place, method (e.g. assembly or class) for briefing children
- Response to likely questions
- Inform families about the amount of information their children have been given.

c) To relatives and Families:

Plan the following communications:

- Advice to Staff on briefing parents not directly affected.
- If school staff has to call a number of parents, it is recommended that a script be used, so that the information given to parents is consistent. Staff should not express opinions on the cause of the incident, or attempt to attribute blame.
- Time, place, method (meeting or letter). It is essential to remember that a letter can be passed on to the media (seek guidance before issuing any form of written statements).
- Inform families about the amount of information their children have been given.

d) To media

Try not to make any statements to the press before they are cleared by the press office. Remember, you can be quoted on anything you say to a journalist, even if not part of a formal interview.

- As the figurehead for the school / children's centre, the Head teacher may find him/herself in a situation where they are unable to avoid giving statements or interviews to the media. In this case:
- Take advice from the press office before agreeing to make any comment at all
- Try to decide beforehand what you want to say
- Be prepared to say you cannot comment
- Agree an interview format beforehand, i.e. what the questions will be, the length of the interview etc.
- Have another person with you, to monitor the interview
- Do not speculate
- DO NOT release any information before relatives have been informed
- If journalists / camera crews are allowed on site, check where they go.
- Refuse requests for photos or work of children or staff involved.
- Instruct all staff not to give interviews or comment on any written or printed material. Make it clear that no such material should be handed out to the media.
- Make sure that all staff knows that media requests should be directed to the LA press office, or, if a representative of the press office is not yet on site, to the head teacher or children's centre manager (who may then direct the request to the press office.)

MISCELLANEOUS SAFETY PROCEDURES

1. Emergency or Adverse Weather Procedures
2. In Case of Fire
3. Gas Leak
4. Electricity Failure

PROCEDURES IN AN EMERGENCY OR ADVERSE WEATHER

1. The Designated Lead is the person to decide what action needs to be taken in emergency conditions. The first consideration will always be the safety and welfare of the pupils and staff.
2. Whenever possible the closure of the school will be avoided. If pupils have reached school where at all possible the school will be kept open. This will depend on whether staff have been able to get to school.
3. If the school needs to be closed pupils will not be sent home. We will expect the children to be collected from school. In this way we can ensure the safety of the children.
4. The Headteacher to consult with: Chair of Governors
5. Actions:
 - Inform all who need to know: Parents
 - Local Authority Catering Transport
 - Make arrangements for collection of pupils.
 - Inform Radio Stations: BBC Radio Solent (Quote DFE Number)

PROCEDURES IN CASE OF FIRE

In the event of a Fire emergency, evacuation procedures will take place in accordance with the school's Fire Safety Policy. If the fire is minor and the emergency services allow safe access back into the school then the emergency is over.

However if the fire is such that either the Fire Service Incident commander or the Designated Lead consider evacuation of the site to the Safe Area at Bitterne Manor Community Centre.

- Teachers will ensure that each class is walked quietly and safely to Bitterne Manor Community Centre. This ought to take approximately 10 minutes.
- There the pupils will be kept safe until it is decided that there is no possibility of returning to the school. The pupils' parents will be asked to collect their children from the Safe Area at Bitterne Manor Community Centre.
- Parking for parents will be as per normal were possible.
- The school Business Manager will ensure that the GRAB BAGS with all contact numbers and addresses are brought to the Safe Area at Bitterne Manor Community Centre.
- Parents collecting pupils will report to the Safe Area at Bitterne Manor Community Centre.
- Staff will inform parents to collect their child either by "Call Parents" and/or by telephone.
- Pupils will be cared for by staff until all have been collected.

PROCEDURES IN CASE OF GAS LEAK

Immediate actions

	Actions
1	Children to Assembly Point in playground
2	Turn off all gas
3	Extinguish naked flames
4	Leave light switches alone
5	Open doors and windows
6	Alert Designated Lead

Designated Lead Actions

	Actions
1	Call 24 hour Gas Emergency Service - Tel: 0800 111 999
2	Confirm leak
3	Consider evacuation to Safe Area – Bitterne Manor Community Centre
4	Consider Public Safety Risk - Tel: 999

PROCEDURES IN CASE OF ELECTRICITY FAILURE

1. Locate probable cause if only small area affected - Possible trip switch.
2. If whole school affected contact 24 hour electricity emergency service 08457 708090

APPENDICES

Contact Sheet (Appendix 1)

These contacts should also be given at the relevant parts of the Quick Reference Section. Arrangements with teams in the Council will usually be co-ordinated either by the Local Authority Contact or by the Incident Management Team, depending on the type of critical incident. However, their contact information is included below in case it should be needed.

Service	Numbers
Assets	Luke Farrren - 07500 951972 Lesley Kibler - 023 8254 5571.
SCC Out of Hours Service	023 8083 3675
National Grid Transco Gas	0800 111 999 (whatever your gas supplier, you should contact National Grid if you suspect a gas leak)
UK Power Networks	0800 0280 247

Evidence Log (Appendix 3)

Time / Date	Information	Who from	Action and/or Decision *	Who by

- Remember, the most appropriate decision may be to take no further action until more information available

Short Term Actions Appendix 4

Short-Term Actions (e.g. 1st week)	✓
Arrange brief meeting for staff, offering support and informing them regarding procedures	
Ensure that procedures for monitoring staff and children are in place	
Activate strategies for allowing young people to express their feelings about the situation if they wish	
In the next week, the Head teacher should contact bereaved family/ families of those injured to express sympathy	
Ensure a member of staff makes contact with children at home or in hospital. SLT to co-ordinate which staff should contact injured children and when.	
Head/Chair of Governors to decide about attendance at funerals	
Share the planning of the special assembly or memorial service if appropriate	

Medium-Term Actions (e.g. anything up to 2 months after the original incident)	✓
Arrange support for affected staff	
Make sensitive arrangements for the return to school of any children involved	
Liaise with parents, to include the sending of bulletins	
Check that monitoring arrangements are in place and followed	
Head Teacher to hold a 'debrief and review' meeting. A review form should be completed (See below). Any ongoing support needed should be included on the form.	

Long-Term Actions (Can extend over many years)	✓
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Plan the curriculum to work with 'rites of passage' as a matter of course	
Set up strategies to support teachers when working with painful emotions and sensitive subjects	
Take multi-faith and multi-cultural issues into consideration whilst planning future work and coping strategies	
Plan future work and support strategies to take into account the fact that blame inevitably gets attributed	
Aim to return to normal service whilst developing strategies for increasing social support between staff and pupils	
Consult and decide on whether and how to mark anniversaries.	
The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both pupils and staff who are affected.	
Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the school.	
Remember to make any new staff aware of which pupils were involved and how they were affected.	

Lockdown, Shelter and Evacuation Plan: (Appendix 5)

Shelter Plan: OFF SITE OR LOCAL EMERGENCIES

The Shelter Plan will be activated as a result of an external hazard such as: a gunman in the area (not the school), a chemical leak or a major fire (i.e. at Fawley or the docks), the fumes from which are blown towards school

- Office staff should listen to local radio and monitor Southampton Online, the Hampshire Constabulary website (<http://www.hampshire.police.uk/internet>), BBC Radio Solent and Daily Echo website for updates

School lock-down: ON SITE EMERGENCIES

Responding to an incident in or around the school in which it is important to restrict pupil and staff movement around the site to secure their safety.

Action	Person Responsible	✓
Evaluate risk	SLT / CIMT	
Identify signal for lockdown		
Ensure staff and pupils are aware of signal		
Establish procedure and embed through staff training		
Embed procedure through practice		

The procedure for lock-down in school time should include:

- An administrator will perform an all school call notifying staff that the school is securing a lock down.
- Teachers should :
 - Bring in any children from outside
 - Lock the classroom door, pull the shades, and turn off the lights. Closing windows and doors
 - Take attendance.
 - Ensure medication (i.e. inhalers) are available
 - Monitor student movement.
 - Keep the students low and away from doors and windows.
 - Maintain a quiet and calm environment until notified to release the class.
 - If in the woods, children should sit and wait for further information as it may not be safe to return to school.

IN ALL CASES THE SIGNAL FOR LOCKDOWN OR SHELTER IS THREE BLOWS ON A WHISTLE.

School Closures – Guidance for Parents — available via Southampton Online (Appendix 6)

Schools will always make every effort to open if at all possible, but there may be times when they are forced to close. This is not a decision which is taken lightly and it will be based on whether it is safe for staff and pupils to come to school or work at school.

The **most common** reasons for enforced school closures are:

- **Severe weather** – heavy snow and ice or strong winds which have, or are likely to cause structural damage or disruption to safe travel to and from the school, or in some cases around the school site
- **Damage to buildings** – caused, for example, by strong winds, fire, flooding or criminal damage
- **Utilities failure** – for example, a burst water main, issues with the toilets or a heating failure
- **Shortage of staff** – this will **only** happen if circumstances such as severe weather or if significant illness has meant that there are not enough staff in school to ensure the safety of pupils
- **High levels of illness** – in very rare cases, significant illness amongst staff and pupils may lead to closure if there are insufficient staff to open safely, if the school requires deep cleaning and/or if Public Health advise closing for a short period of time

How will I know my child's school is shutting?

In an emergency situation, schools will often have little or no warning that they need to shut. If poor weather is forecast, schools may send a letter or other communication to parents advising how they would communicate a decision to close if this proves necessary.

If schools need to close, there are a number of ways you may find out:

- Many schools operate a phone tree or a text-messaging service which enables them to contact parents easily
- Many schools put information on their websites, particularly if the closure is due to poor weather
- If schools close, schools will contact the City Council, and school closures will be reported on Southampton Online at: <http://www.southampton.gov.uk/>
- You can also join to the Council's Twitter service which will tweet any school closures directly to your mobile phone or email. This can be found at <http://twitter.com/LearningInSoton>

What can I do to prepare for school closures?

There are a number of things you can do to prepare for school closures. These include:

- Ensuring your child's school has up-to-date contact details for you
- Asking your child's school how they will inform parents about school closures
- Making sure you know your child's school's website address
- Making sure you have the web addresses for the City Council and BBC Radio Solent to hand
- Sign up to the Twitter service from school (if available) and the City Council
- Putting in place emergency childcare arrangements so that if the school closes, both you and your child know what will happen. Double checking these from time to time is a good idea.

Severe Weather

The most common cause of enforced school closure at short notice is bad weather. Schools do stay open when they can, but whilst inconvenient, they absolutely do need to be confident that they have sufficient cover in school and mobility around the school site to ensure the safety of children and staff. Some schools will open in the morning, but are then sometimes forced to close part way through the day if the weather gets worse or if developments on roads and public transport start to mean that staff and pupils who got into school may not be able to get home safely.

You can prepare for this by:

- Being aware of the weather forecasts
- Ensuring childcare arrangements are in place if the school is closed for the whole day
- Knowing what you will do if the school closes part-way through the day and making sure your child knows where to go or who will meet them if this happens
- Making sure your child wears a warm coat, waterproof shoes or wellington boots, a hat, scarf and gloves to school

- Making sure your child has enough money to catch a bus and that their mobile phone is fully charged and has credit, where appropriate

GENERIC ADVERSE WEATHER LETTER – Appendix 7

Dear Parent/Carer,

As you may be aware, the Met Office is forecasting severe weather for our area of Hampshire tomorrow. We are currently planning to open as usual, but a final decision will be taken in the morning, based on weather conditions and whether it is considered to be safe for staff and pupils to travel.

- Please plan to send your child to school as usual. However, please also take into consideration the risk of bad weather and make the following arrangements:
- Please ensure your child is wearing warm, waterproof clothing, including sturdy shoes/wellington boots, hat, scarf and gloves and a warm coat
- If your child has to travel some distance, please make sure they have enough money to catch a bus home if necessary
- Please make some childcare arrangements this evening so that if the school is unable to open tomorrow, or needs to close during the day, you have plans in place
- Please ensure that your child knows who is to collect them/where they should go if the school closes early due to deteriorating weather conditions or other eventualities

Before leaving for school in the morning, please check we are open. You can do this in the following ways:

- Check the school website at www.bitternemanor.co.uk
- Check the Council's website at: <http://www.southampton.gov.uk/learning/schools/schoolclosures/>
- Sign up to the Council's Twitter service at: <http://twitter.com/LearningInSoton>

School will also send you a text via Arbor.

If school has to close during the day, we will contact you via text messaging. Further updates will be posted onto the school website, the Council website and BBC Radio Solent.

Yours sincerely,