



**CRICKLADE
MANOR PREP
SCHOOL & NURSERY**

Cricklade Manor Prep

CRITICAL INCIDENT MANAGEMENT POLICY

This policy applies to the entire setting, including EYFS.

Date of Policy	20.09.23
Member of staff responsible	Guy Barrett
Role	Headmaster

Last Review	Significant changes
06.02.2024 GB	None

1. Policy Scope

This policy offers general guidance on dealing with a critical incident and more specific guidance on dealing with sudden death/bereavement (appendix 5). In isolation, therefore, this policy does not fully prepare staff for managing a critical incident and so staff must also have training on the following policies:

- The Driver's Handbook.
- The Education Visits/Trips policy.
- Missing Child Procedure
- Child Missing in Education Policy.
- Safeguarding Policy
- The Health & Safety Policy.
- First Aid Policy
- The Fire Prevention/Procedures policy.

For the purposes of this policy, a critical incident is a sudden, unexpected incident causing actual (or potential) death and/or significant trauma to members of a school's community and/or significant damage to a school's property. A critical incident is likely to have a significant and lasting impact on a school's community and reputation and may significantly disrupt school routine and business. A critical incident might include:

- A death/major injury (pupil/staff) on-site/close to site.
- A death/major injury (pupil/staff) on a school trip/fixture.
- The sudden death of a parent/close family member on-site/during a school activity.
- The sudden death of a parent/close family member without pupils/staff present.
- Report of a suspicious individual in the area.
- An intruder on the school grounds.
- An intruder inside the school building.
- A terror alert.
- A stray dog on-site.
- Poisonous clouds/severe lightning storm/flooding.
- Fire, gas explosion, science chemical explosion.
- A major accident on a boundary road.
- Pupil/staff/parent assault/altercation on/near site.
- Pupil/staff/parent arrested.
- Pupil/staff/parent kidnapped/taken hostage.

A poor response to a critical incident could cause continued/significant harm to others and/or damage a school's operation and reputation. Our schools' Critical Incident Management Teams (CIMT) must therefore be prepared to respond immediately and effectively. Each CIMT must train themselves and wider staff for critical incidents by regularly (at least annually) running and reviewing critical incident scenarios and logging the event; redrafting policy and procedure whenever necessary.

The template for this policy is reviewed centrally every three years or sooner, if legislation dictates.

All Wishford schools should follow this guidance alongside their local procedures. Prevention is key and staff should have training on this policy and other related policies on induction and updates at least annually. **Schools should create a hard-copy paper folder of at least 10 copies of each of the relevant information sheets/forms throughout the appendices of this policy and have it readily to hand at all times.**

2. Phase 1: Crisis Management

The specific response to any critical incident must be decided upon in the moment by the school's CIMT (with support from the emergency services and Wishford). Nevertheless, regardless of the nature of the event, all staff should be aware of the following aspects of any initial response:

REMEMBER: **SAFETY**  **ACTION**  **COMMUNICATION**

- a) **Safety:** The immediate priority of any critical incident is the safety and well-being of all involved. This could involve evacuating (to one of a number of potential 'safe zones') or securing/isolating large groups of people. All staff must have adequate training on procedures (i.e. evacuation routes, lockdown procedures, first aid procedures, missing child procedures, risk assessment etc) to allow them to support this immediate priority and for the emergency services and Wishford to be called without delay. This first response might also include first aid trained staff supporting anyone who might be injured, including setting up a first aid station. Site access might need to be restricted and utility supplies cut off.
- b) **Action:** Available members of the school's CIMT must communicate and initiate an action plan (see appendix 2) as soon as possible following the incident. Members of the CIMT should make their personal contacts easily accessible to staff (and the Fire Brigade) and be contactable out of hours. Members of the CIMT should initially:
 - i. Establish the availability of members of the CIMT and appoint the most senior person as the decision-making lead (N.B. the Proprietor will assume this role if no members of the CIMT are available).
 - ii. Ensure the emergency services and Wishford have been called.
 - iii. Ensure the safety and well-being of all involved has been actioned as far as possible. Is there anyone still at risk from harm?
 - iv. Establish the facts: what, where, when, who?
 - v. Create an action plan (appendix 2) which prioritises members of the community most in need of support, including union support and specialist support for trauma.
 - vi. Establish liability (if any) and secure/preserve evidence for subsequent investigations. Take written witness statements as soon as possible.
- c) **Communication:** Effective communication is vital following a critical incident. The CIMT lead will delegate communication responsibilities across the CIMT. The first priority is to establish an effective communication channel for the staff. This should be planned in advance with more than one option available as different scenarios might require different methods.

It must be made clear to all staff that ALL external communication (parents, media, etc) must be factual and worded/approved by the CIMT lead (with Wishford support), sent via the school office email only. As soon as possible, the CIMT lead will contact Director of Operations, mark.dingle@wishford.co.uk (01249 479070/07866 438489) to get support with the Critical Incident Plan and dealing with insurers and Head of Marketing and Admissions kate.ross@wishford.co.uk (01249 479070/07795 633434) for support with external/media communication. **The Wishford team must be contacted at the earliest possible convenience and before any external communication.**

The CIMT may also need to establish communication channels with the emergency services. They may require an emergency response centre to be set up (either on-site or off-site) and the police will advise if the CIMT need to preserve evidence/follow their guidance.

The CIMT must communicate with staff regularly during the aftermath and give special consideration for those directly involved in the incident. Parents, staff and pupils will need to be regularly appraised on developments. It would not be unusual to hold daily briefings with daily information letters during the period in which the incident is considered critical.

3. Phase 2: Recovery Management

There is no definitive timeframe for phase 1 or definitive moment when phase 2 begins, however, there will come a time when focus shifts from a sense of daily crisis management to the more medium/long term focus of managing the school back to a sense of normality whilst continuing to offer support to all those affected. Again, each incident will require a nuanced approach but, in general terms, the CIMT will:

- a) Aim for pupils to return to their normal routine as soon as possible and as appropriate.
- b) Consider the immediate and ongoing logistical concerns in getting the school 'back to normal' which might include:
 - i. Assessing physical damage and creating new risk assessments.
 - ii. Deciding to fully or partially close the school.
 - iii. Finding alternative, temporary accommodation.
 - iv. Dealing with contractors, local services and insurers to get the site safe and usable.
 - v. Creating new shift patterns for staff to help accelerate the progress back to normal.
 - vi. Establishing an electronic record of the incident on SharePoint and scanning in any hand-written documentation completed during phase 1.
 - vii. **Ensuring all telephone conversations are logged and any email communication is saved within the incident folder.**
- c) Consider the ongoing support needed for pupils involved in the incident. This might include:
 - i. arranging a home visit to discuss plans for returning to school even on a phased basis;
 - ii. helping arrange a rota of support from school friends;
 - iii. arranging for school work to be sent home where appropriate;
 - iv. briefing staff and pupils on how best to support individuals returning to school;
 - v. arranging support for temporary or permanent mobility difficulties or disfigurement;
 - vi. planning support for emotional needs eg leaving class when distressed.
 - vii. Involving bespoke external agencies/specialist support.
 - viii. Logging safeguarding concerns.
 - ix. Making examining boards aware (if relevant).
- d) Be aware also that, particularly as time passes, staff may become increasingly affected by the heightened emotions of a traumatic period. Consideration may be given to counselling and/or a short break away from school for those in need (including the provision of cover where necessary).
- e) For all of the above, schools should rely on the support of the Wishford network. The support office can arrange for staff from other Wishford schools to help support the school in a range of capacities.
- f) Following a sudden death, the CIMT should refer to appendix 5 of this policy to plan for ongoing support with bereavement.
- g) Undertake a review of the incident, generating lessons learned and consequent action points and potentially training for staff.
- h) For all of the above, the CIMT should use Appendix 2 of this policy to record all action and reflection.

Appendix 1: (CIMT) The Critical Incident Management Team

Role & Composition

The CIMT's role is to provide leadership and direction for the planning, duration and aftermath of critical incidents.

Core Members of the CIMT are listed in the table below along with their deputies, should they be unavailable during a critical incident. At least one member of the CIMT should be on-site at all times during normal school opening hours and at least one contactable at all times out of hours/during school holidays (the CIMT will inform staff if there is a rota of the person 'on-call').

Cricklade Manor Prep School & Nursery Critical Incident Management Team			
CIMT		Deputies	
Name (Role)	Contact	Name (Role)	Contact
Guy Barrett The Headmaster	07855049065	Emily Davies Deputy Head	07800563260
Emily Davies (Deputy Head)	07800563260	Lesley Bayliss School Business Manager	07500081498
Lesley Bayliss (School Business Manager)	07500081498	James Barton Head of Pastoral	07498 878673
James Barton (Head of Pastoral)	07498 878673	Guy Pounds (Estate Manager)	07710308625
Guy Pounds (Estate Manager)	07710308625	Lorna Bishop Nursery Manager	07407114208
Lorna Bishop Nursery Manager	07407114208		

Co-opted Members - Co-opted members could be drawn from any of those listed below, dependent upon the situation:

Cricklade Manor Prep & Nursery Critical Incident Management Team: Co-opted Members	
Name (Role)	Contact
Mark Dingle (Director of Operations)	mark.dingle@wishford.co.uk 01249 479070/07866 438489)
Gary Vaughan (Group Head of Estates)	gary.vaughan@wishford.co.uk 07769449232
Sam Antrobus (Executive Chairman)	sam.antrobus@wishford.co.uk 01249 479070/07971259428
Paul Easterbrook (Director of Education & Compliance)	paul.easterbrook@wishford.co.uk 01249 479070/07769449081
Andrew Webster (Head of Compliance)	andrew.webster@wishford.co.uk 07446520025
Kate Ross (Head of Marketing)	kate.ross@wishford.co.uk 01249 479070/07795 633434
Rachael Romasanta – Hayes Parsons Insurance	r.romasanta@hayesparsons.co.uk 07841 430237
PCSO	Monique Beasley 101-9841
Local Doctors	Green Gables 01793 752633 Cricklade Surgery 01793 750645
Gas SSE Distribution Network Operator	0800 0727282
Wales & West (Gas Distribution)	0800100999 (0800 9122999 Emergency Number)
Thames Water	0800 3169800
Electricity Supplier SSEN	105

The CIMT will use the following rallying points and communication channels in priority order. They must quickly meet/communicate to establish answers to the ‘first response’ questions at the top of the critical incident plan (appendix 2)

	Rallying Point for CIMT members	Communication channel for staff
1st Priority	Head’s Office	Email
2nd Priority	School Office	Teams
3rd Priority	Off-site location	Mobile phone/WhatsApp/Teams

Appendix 2: The Critical Incident Plan

This Critical Information Plan template comes in three parts. Enough spacing has been given so that multiple hard copies of the entire template can be printed, stapled and kept in a paper folder. A record of the response can therefore be carried out ‘by-hand’ and scanned at a later date.

The Critical Incident Plan		
Part 1: Initial Information Capture Form		
Completed by (full name & role)		
Person notifying (if relevant)		
Date		
Time		
Location of incident		
Type of incident		
Year group(s) involved		
Lead member of staff in-situ		
Contact details of lead member of staff		
Do the emergency services need to be called?	Yes/No (N.B. If needed, please direct another member of staff to call the appropriate emergency services with the location before continuing)	
For all following questions, add detail below whenever further action is necessary...		
Any fatalities?	Yes	No
Is there ongoing risk?	Yes	No
Has everyone been accounted for?	Yes	No
Injured pupils?	Yes	No
Injured staff?	Yes	No
Are the non-injured in a safe space?	Yes	No
Are staffing levels sufficient?	Yes	No
Anyone other than staff or pupils involved?	Yes	No
Are the media involved?	Yes	No

Further detail:

Part 2: Crisis Management			
CIMT lead			
Other CIMT members for this incident			
CIMT Rallying Point/Meeting Room (on-site or off-site?)			
Resources needed for the meeting room (consider contact details, communication devices, internet/ email/SharePoint access...)			
How will the CIMT communicate?			
Communication channel to direct staff/pupils			
CIMT member responsible for internal communication			
CIMT member responsible for external communication			
Is/was the incident deemed critical by the CIMT?	Yes	No	N/A
Emergency services contacted	Yes	No	N/A
Wishford contacted	Yes	No	N/A
Are all buildings structurally sound?	Yes	No	N/A
Do utilities need to be switched off?	Yes	No	N/A
Has any further risk been isolated as far as possible?	Yes	No	N/A
Is everyone accounted for?	Yes	No	N/A
Has a First Aid lead been appointed?	Yes	No	N/A
Has a First Aid Hub been established?	Yes	No	N/A
Are any hazardous materials involved?	Yes	No	N/A

Do all normal school activities need to cease?	Yes	No	N/A
Do some normal school activities need to cease?	Yes	No	N/A
Is a full lockdown needed? (hide, lock doors, pull blinds?)	Yes	No	N/A
Is a partial lockdown needed? (continue internal/external activity?)	Yes	No	N/A
Is a full evacuation needed? (Exit points? Rallying point? Comms?)	Yes	No	N/A
Is a partial evacuation needed? (Which zones? Exit/rallying/comms?)	Yes	No	N/A
Is an off-site rallying point needed?	Yes	No	N/A
Are the media involved? (if yes, please liaise with Wishford)	Yes	No	N/A
Do any individuals with SEND/IHCPs need additional support?	Yes	No	N/A
Does the CIMT have all of the necessary resources & information?	Yes	No	N/A
Any statutory reporting requirements?	Yes	No	N/A

Overview of the initial response plan:

--

Part 3: Recovery Management

	Staff Initial	Date
CIMT Meeting room/base established		
CIMT logistics (Is phase 1 over? How do we know? Setting up a central electronic folder, External support, Communication channels, contact details needed, delegation of responsibilities, timeframes, food, resources etc)		

<p>Legal & insurance related considerations. Is there liability? Is there a police investigation? Do witness statements need to be taken? Does the incident need to be reported externally? (seek Wishford support for all issues)</p>			
<p>Staff communication (timeframes, factual accuracy, fielding questions, structure and regularity of briefings, ongoing communication channels)</p>			
<p>Pupil communication Plan (how, by whom, size and ages of groups, language (age appropriate but factual with no euphemisms), fielding questions, creating a space for support, dispelling rumour.</p>			
<p>Parent Communication Plan (Clear channels, clear responsibilities, factual and regular information, offer timeframes for the next update, dispel rumour, be present during key moments of the day i.e. drop off and pick up, file emails and logs of phone conversations in the incident folder). N.B. All written external communication and any communication with the media needs Wishford collaboration.</p>			

<p>Pupils/staff/parents in need of special consideration, including any specialist/legal advice/support (please refer to appendix 5 of this policy if there has been a bereavement).</p>			
<p>Actions needed to return the school to normal routines: e.g. Staffing/cover, Timetable/rooming changes, Break-out spaces/pastoral support, Consider sensitive/inappropriate areas of the curriculum, Ongoing first aid, Support for staff, Food and drink, Ongoing communication, Ongoing emotional/mental recovery</p>			
<p>Incident Review/Longer term considerations</p> <ul style="list-style-type: none"> • Ongoing support • Planning for reconciliation/remembrance 			

Appendix 3: Telephone Log

This form should be used by any member of CIMT making or receiving a phonecall relating to the critical incident. Copies of this form should be printed and kept in the CIMT room. During Phase 1, paper copies can be kept in a paper folder in the team room but they should be scanned and saved into the incident's electronic folder at the earliest possible convenience. A member of the school's admin team should be given the responsibility of thereafter checking the hard-copy folder and uploading any completed forms.

Critical Incident Telephone Log	
Date	
Time	
Call made by:	
Received by:	

Conversation summary:

Any action points:

Appendix 4: Evacuation & Lockdown Procedures

1. Lockdown Procedure

In the event of an emergency the Headmaster or in their absence the Deputy Head or School Business Manager will make the decision, in consultation with the police when deemed necessary, with regard to whether the school needs to be partially locked down or fully locked down.

In the event of any lockdown being implemented the designated person in charge will ensure that once the emergency services have been made aware, Wishford is immediately informed of the situation.

2. Partial Lockdown

Partial lockdown should be seen as a precautionary measure which puts the school in a state of readiness should a situation escalate, whilst retaining a degree of normality.

5.1 Alert:

Alert to all staff: "Partial lockdown" This may be as a result of a reported incident or civil disturbance in the local community with the potential to pose a risk to students, staff and visitors in the school. It may also be as a result of a warning being received regarding the risk of air pollution, etc. There are two levels for a partial lockdown and a full lockdown.

A partial lockdown will be signified by: Radio contact, Teams notification, email, phone calls, in person.

A Full lockdown will be signified by: Lock down call bells.

5.2 Immediate action

- All outside activity to cease immediately with pupils and staff returning indoors.
- All pupils, staff and visitors to remain indoors and external doors and windows should be locked.
- Free movement may be permitted within the building, dependent upon the circumstances. All situations are different; once all students and staff are safely indoors, senior staff will conduct an ongoing risk assessment based on advice from the Emergency Services. This risk assessment will then be communicated to staff, who can inform students what they will need to do in the immediate time and what they might need to be aware of. In the event of an air pollution issue, air vents can be closed where this is possible, as an additional precaution. Emergency Services will advise as to the best course of action in respect of the prevailing threat.

6. Full Lockdown

This signifies an immediate threat to the school and may be an escalation of a partial lockdown.

6.1 Alert

Alert to staff: "Full lockdown" **Activate a Yellow call point, located:**

1. On fire panel, marked 'Lockdown'
2. Call Point in Wessex House at exit to the main playground
3. Call point in Saxon House at exit towards Old Chapel

Radio Sports Hall, Nursery and Forest School. Note any teams due to return back to school and make contact to notify them of the situation.

6.2 Immediate action

- All students to remain in timetabled classroom

- External doors locked.
- Classroom doors locked, where a member of staff with key is present.
- Windows locked and blinds drawn.
- Students sit quietly out of sight (e.g. under desk or around a corner).
- Register taken - the administrative office will contact each class in turn for an attendance report if this is possible or will ask by email.

This is easy to remember by using the **CLOSE** procedure

- ❖ **C**lose all windows and doors.
- ❖ **L**ock up.
- ❖ **O**ut of **S**ight and minimise movement.
- ❖ **E**nsure and be aware that you might be locked in for some time.

Staff and pupils remain in lockdown until it has been lifted by a senior member of staff or the Emergency Services. At any point during the lockdown the situation may change and escalate resulting in the need for emergency evacuation procedures to be implemented. The move to an evacuation will be communicated by sounding the fire alarm.

During the lockdown, staff will keep agreed lines of communication open but not make unnecessary calls to senior management or the administrative office as this could delay more important communication.

6.3 COMMUNICATION CHANNELS:

Examples of discreet communication channels might be:

- Where staff have access to an internal email system then they could access their account and await further instruction. In practical terms, staff would need to be familiar with accessing their account through a variety of means e.g. laptop, smartphone or tablet.

7. Cricklade Manor Prep - Full Lockdown Procedure

Lockdown Procedure Management and Control	
Nominated person	Responsibility
Headmaster	Communications and on the ground control
School Business Manager/Estates Manager	Initial contact with the emergency services
Front office staff	Liaison with parents
Deputy Head/Director of Pastoral Care/ Nursery Manager	Pupil control

Signals	
Signal for lockdown	Continuous bell sounding
Signal for all-clear	Radio, Teams, Email, Mobile Phone, In Person

Lockdown	
Pupil muster point	Pupils to Muster in their timetabled classroom
Specified assembly room	School Hall
Entrance points	Through all main school doors and staying internal
Communication arrangements	Radio, Teams, Email, Mobile Phones,
Notes	

STEP	INITIAL RESPONSE	CHECK	TIME	SIGN
1.	Ensure all students are inside their timetabled lesson room - Headcount/take registers	<input type="checkbox"/>		
2.	Secure all entrance points to the specified assembly room. <ul style="list-style-type: none"> • External doors • Fire Doors • Internal doors • All windows • Air vents (in the case of fire or air pollution) 	<input type="checkbox"/>		
3.	Dial 999 for each emergency service that the incident requires	<input type="checkbox"/>		
4.	Staff members who are not teaching at the start of lock-down should stay in the nearest safe space.	<input type="checkbox"/>		
5.	<ul style="list-style-type: none"> • Ensure that staff members take action to increase protection from further danger • Block access points. • Sit on the floor, under tables or against the wall. • Keep out of sight and draw curtains/blinds to avoid detection. • Turn off lights. • Stay away from windows and doors. • Pupils to turn off all electronic devices. • Wedge chair under door handle if possible 	<input type="checkbox"/>		
6	Ensure that all students and staff are aware of an exit point in case an intruder manages to gain access or the assembly room becomes unsafe.	<input type="checkbox"/>		
7.	Ensure that students who are outside the school buildings are brought inside as quickly as possible, unless this endangers them and others. If students remain outside direct them to hide behind a safe spot out of view.	<input type="checkbox"/>		
8.	Check for missing or injured staff members and students if it is safe to do so.	<input type="checkbox"/>		
9.	Remain inside the specified room until the all clear signal has been given or unless told to evacuate by the emergency services.	<input type="checkbox"/>		
10.	If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site under guidance from the emergency services.	<input type="checkbox"/>		

8. Emergency Services

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The school site may or may not be cordoned off by Emergency Services dependent upon the severity of the incident that has triggered the lockdown. Emergency Services will support the decision of the Head with regarding the timing of communication to parents. In the event of a prolonged lockdown or more severe scenario it may be appropriate to liaise with the emergency services to arrange a Reception Centre for family members outside the cordoned off area.

9. Communication with Parents

School lockdown procedures, especially arrangements for communicating with parents and carers, should be routinely shared with parents and carers, although it is not advisable to share entire lockdown plans. In the event of an actual lockdown, it is strongly advised that any incident or development is communicated

to parents and carers as soon as is practicable. Parents and carers will obviously be concerned but regular communication of accurate information will help to alleviate undue anxiety.

9.1 Information to share with parents and carers - Parents and carers should be given enough information about what will happen so that they:

- are reassured that the school understands their concern for their child’s welfare, and that it is doing everything possible to ensure their child’s safety,
- do not need to contact the school as calling the school could tie up telephone lines that are needed for contacting emergency service providers,
- do not come to the school as they could interfere with access by emergency service providers and may even put themselves and others in danger, pupils will not be released to parents during a lockdown.
- wait for the school to contact them about when it is safe to come to collect their children, and where this will be from.

This part of the plan must reassure parents and carers that the school understands their concern for their children’s welfare and that everything that can possibly be done to ensure children’s safety will be done. However, reinforce the message “...the school is in a full lockdown situation. During this period the switchboard and entrances will not be staffed, external doors locked and nobody will be allowed in or out...”

10. Cricklade Manor Prep Lockdown Plan

Person(s) with authority to manage the lockdown	
Guy Barrett	Headmaster
Emily Davies	Deputy Headmaster
Lesley Bayliss	School Business Manager
Circumstances where lockdown will be applied	
<ul style="list-style-type: none"> • A reported incident or civil disturbance in the local community which potentially poses a risk to the school community. • A dangerous individual in the locality. • An intruder on the school site with the potential to pose a risk to students, staff and visitors. • A warning being received regarding a local risk of air pollution (e.g. smoke plume, gas cloud). • A major fire in the vicinity of the academy. • The close proximity of a dangerous dog roaming loose. • Serious accident on-site requiring good access for emergency services. 	
How to contact the administrative office if they see or hear something suspicious: Radio, Telephone, TEAMS, Email	
Arrangements for how the lockdown signal will be given: Continuous bell ringing for minimum of 1 mins	
Guidance on where people go if they are outside or away from the classroom: Children to return to nearest safe space rooms/ assembly point If away from school - message to be sent to staff member in charge	
Details of how a roll call will be undertaken: Class registers as in fire evacuation/ Complete-Ed	
How the plan will be shared, tested and reviewed: Tested at beginning of each school year - plan shared with safeguarding updates on first training day.	
Training requirements for staff and students: Training for staff through safeguarding update. Training for pupils through assembly by Headteacher - start of year- info also in EVERY classroom	
Debriefing arrangements following a lockdown: GB/TT/JB/LB to meet following a lockdown - plan next steps and evaluate procedures	

11. Lockdown Situations when away from the School

The school will also plan for what would happen if a lockdown situation should arise when a group is away from school, whether this be on a short visit, day trip or longer trip that involves a party staying away, possibly even in a foreign country.

The school will always carry out a risk assessment prior to such visits and will consider what would happen if an emergency situation arose that was out of the control of the staff who are supervising the pupils on the trip.

Appropriate guidance will be given to students prior to the trip, and will be reinforced during the trip itself. Parents and carers will also be provided with information about the procedures that would be followed.

It is almost impossible to predict the circumstances where an emergency situation might arise in a way that specific planning can be undertaken. As a minimum it will be prudent to show pupils an emergency meeting point if the party gets separated and remind them to follow instructions from the Emergency Services. If the trip involves staying in a hotel or hostel the staff leading the trip should identify areas of the building where they are most likely to be able to protect the safety of the children in their care. Students will be asked to disperse or hide if this will aid their safety.

Appendix 5: Managing Bereavement

1. Guidelines for breaking news about a death to staff and the wider community.

- a. Arrange a staff meeting which should take place as soon as possible.
- b. Impart factual information. Never make assumptions or repeat what has been said by rumour.
- c. Give news sensitively and empathetically, being aware that people may react in different ways.
- d. Be cognisant of the relationships staff may have had with the person who has died.
- e. Ensure that there is someone responsible for telling people who are unable to attend the staff meeting i.e. part time staff, peripatetic staff, lunch time supervisors. Consider the best way of imparting the information to those absent e.g. by doing home visit, by telephone, text or e-mail etc.
- f. Identify individual members of staff who feel able to support staff and/or children. The most appropriate person to support the children should be well known to them and trusted.
- g. Identify a member of staff who will liaise with the individual's family, to deal with staff condolences and any funeral arrangements (if necessary).
- h. Identify an appropriate member of staff who will take 'phone calls and/or direct them as appropriate. Try to establish a "protected" telephone line to ensure free flow of accurate information. Telephone line providers may provide an additional line if the situation requires one.
- i. Identify a member of staff who will compose a letter for parents which should be sent the same day.
- j. Arrange a staff meeting at the end of the day to ensure staff are coping with the situation.
- k. Identify any unresolved problems or ongoing issues.
- l. Ensure that those staff that live alone have contact numbers of friends in case of need.
- m. Identify sources of advice and support to access for help in coming to terms with the bereavement (see bereavement toolkit).

2. Guidelines for breaking news of a death to children/young people

- a. Inform the children/young people as soon as possible about the death.
- b. Where possible, the pupils should be informed in small groups i.e. class or tutor groups.
- c. Identify those children who had a long term and/or close relationship with the person who has died so they can be told separately.
- d. If appropriate, a special assembly could be held at a later time in the day to remember the person who has died.
- e. Allow the children/young people to ask questions and answer them honestly and factually in terms that they will understand.
- f. Allow the children/young people to verbalise their feelings.
- g. Allow the children/young people to discuss the situation and share their experiences of death.
- h. Be honest about your own feelings and talk about your relationship with the person.
- i. Avoid using euphemisms.
- j. Those children/young people who have had more involvement with the person should be given the opportunity to share their feelings and experiences either within the group or on a one-to-one situation.
- k. Ensure the children/young people understand that the death is nothing to do with anything they have said or done. It is in no way their fault.
- l. Reassure them that not all people who are ill or have had an accident will die and that many people get better.
- m. Put an appropriate time limit on the discussion. It is preferable to resume normal school activities as soon as possible thus ensuring minimal disruption within the school.
- n. Conclude the discussion with a prayer or special poem to remember the person who has died and their family.
- o. Be available for any child/young person who needs additional help and support.
- p. Refer to the bereavement toolkit for further guidance.

3. Things to consider in the days following the news of the death

- a. It is important to consider any cultural or religious implications and seek advice if necessary.
- b. Ensure nominated staff with responsibilities for supporting staff and children are available to do so.
- c. It may be necessary temporarily to provide staff cover for their normal activities.

- d. Identify an allocated quiet place where children, young people and staff can go if necessary.
- e. It is preferable for there to be minimum disruption to the timetable but some flexibility may be required.
- f. Try to engender an awareness of when people need help and support, particularly those who worked closely with the person who has died and secretaries/administrative staff who are taking telephone calls, dealing with parents etc.
- g. Through the nominated staff member who has responsibilities for liaising with the individual's family, ascertain their wishes about the school's involvement in the funeral, if any.
- h. Consider practical issues like: -
 - i. Remembrance book for children and staff to sign and place for outward display of remembrance (flowers, toys etc.)
 - ii. Putting an obituary in the paper, sending flowers to the home or to the funeral, making a collection etc.
 - iii. Who will attend the funeral, making a collection etc.
 - iv. Cover for any staff that may be going to the funeral.
 - v. Transport to and from the funeral.
 - vi. Informing the parents of those pupils who will be involved.
 - vii. Possible closure of the school. If this is the case remember to tell appropriate staff in advance.
- i. Further down the line, it's important to consider long term remembrance. Anniversaries will be difficult for all involved and the school should consider whether a memorial would be appropriate.

4. Supporting a child with bereavement

It is implicit within this section that staff suffering from bereavement will also need care and support. Much of the guidance outlined below is applicable to adults and the Head of each school must action whatever measures are necessary to support team members through difficult periods in their lives.

Staff supporting children with bereavement should refer to the [Bereavement in Schools Toolkit](#) (linked) which offers resources and additional guidance to the guidelines outline below. Staff should also refer to Annex A of this policy which offers a child-friendly reading list. [The Child Death Helpline](#) is also a good source of support.

- a. In the past, people have sometimes underestimated the impact of death upon young children. While it is true that their understanding of death develops over a prolonged period of time, it is clear that young children can suffer deeply as a result of the death of someone close to them. This suffering is more intense when they do not have opportunities to talk or to grieve openly, and do not feel that those close to them recognise their feelings - even though they themselves may not yet have the words to express them.
- b. A child's reactions to bereavement can include withdrawal, open distress, tears, panic, aggression, anxiety, fear or other signs of stress. Bereaved children may act out this stress in unexpected ways, such as nervous giggling, stoical bravery, untypical aggression, becoming the class clown, or total denial - all these are normal grief reactions. They may also become extremely tired, to the point of exhaustion, as so much emotional energy goes into dealing with the loss and the stress of the changes in the family. For some children, there may be additional terrors; if the death has been referred to as 'falling asleep' or 'being taken', then it is sometimes the case that children become afraid of going to bed or to sleep. Words like 'loss' or 'lost' can put fear into a young child's mind, too.
- c. In addition, the death of a terminally ill pupil or member of staff can be planned for with full support being given before the actual event. Often pupils will want to create a memory board to allow their emotions to be shared with others and a book of condolence where they feel that they are writing a message to the deceased person all help. Open discussion and realistic language are often the best way to deal with issues that arise. Once the pupil or member of staff dies then it is important that all emotional support is given and the need to mourn is recognised. If it is possible over a prolonged illness, it can help to have a message from the member of staff which is about living life to the full and an opportunity to raise funds for that member of staff's favourite cause.
- d. When a pupil who is attending the school, experiences bereavement the following issues should be considered:

- i. The pupil's family should be asked how much and what the child already knows and how they have been involved.
 - ii. The relevant member(s) of staff should maintain strong channels of communication with the family to ensure that the child may be best supported when at school.
 - iii. The importance of both school and the pupil's parents or carers in reporting changes in behaviour. (Eating and sleeping patterns may change or behaviour in school may deteriorate or the pupil may become withdrawn.)
 - iv. If necessary, outside agencies may need to be contacted as appropriate.
 - v. It is important to stress the importance of communication between school and home. Without it ultimately both parties will fail the child.
 - vi. When a child who has suffered bereavement returns to school, it will probably be necessary for the relevant member of staff to reassure them you know what has happened.

- e. The following are a useful set of guidelines for handling a bereaved and grieving child:
 - i. Explain you know 'what has happened' and that 'you are there' if they need you or want to talk.
 - ii. Provide a special place for time alone in case they need it.
 - iii. Watch for changes in behaviour - never be cross.
 - iv. When they want to talk - find time to listen.
 - v. Listen, show you care and encourage them.
 - vi. Be ready - there are always questions.
 - vii. Always be honest - don't be afraid of saying 'I don't know'.
 - viii. Don't say: 'You'll feel better soon' (changing the subject will only make things worse).
 - ix. Show them that when someone they loved has died it is good to keep all the happy memories alive by talking about them.
 - x. Explain 'I care how you feel and we don't understand why they had to die, we only know that they loved you and that you'll never ever forget them'

- f. It will take time and compassion - often with steps backwards and hurdles to jump- but only then can the healing begin. When the school is informed of the death of a child or member of staff, the following action should be considered;
 - i. Discussion should take place with the family and their wishes considered before decisions are taken on how and what to tell the children in school.
 - ii. Counselling should be available if necessary e.g. in cases of sudden or violent death (outside agencies should be involved with this).
 - iii. Staff and children should be supported throughout the grieving period; anyone displaying signs of stress should be offered appropriate support.

- g. When the report of the death first comes to school, it may be appropriate for the form teacher (of each bereaved sibling), to talk to the class, to create opportunities for them to ask questions and discuss how they can help their bereaved classmate. On the child's return to school, even close friends may need encouragement to voice difficult feelings, to say, "I'm sorry your brother died". One of the key 'hurts' which bereaved children recall is the feeling that few people, if any, acknowledged their loss.
- h. Most children welcome the opportunity to talk privately to an adult about their loss. Even if the child cannot verbalise his or her feelings, it is helpful for a trusted teacher to show sympathy (without saying "I know how you feel"), and to use words like sad, lonely, upset, afraid, so that the child realises the school knows about the death. The family may be so overwhelmed by the trauma that little individual acknowledgement is given to the child's feelings when they are at home.
- i. Some children need a retreat when grief overtakes them, and it helps if the school accepts a pupil's need to express their grief, providing a 'safe place' and a trusted adult to be with them. Once the bereaved child returns to school routine, it is helpful to share concerns with parents so that they know how he or she is coping in school. Most families appreciate some sort of direct communication from the school, especially if the child who has died was a former pupil.
- i. Be prepared to create exceptional circumstances for particular children who need particular help. Set up clear boundaries and make it clear that you have allowed certain behaviours to happen. When the child is ready you can reverse these arrangements. A bereaved child for example may well

need to be allowed to behave in a special way according to how they are dealing with the situation. The key is to try to create a normal environment for them by asking what they want to do. Drawing is a very common form of expression. It is always best to talk this through and share ideas the relevant pastoral team or the Safeguarding Officer. They will help you to decide what to share with other children.

- j. Books, stories, music and art can be very helpful in exploring loss, both with the class and with the bereaved child. There are many excellent books written on bereavement for different ages of children, both in the fact and fiction sections, now available from shops, libraries or the web, and many school libraries have a selection of such recommended publications. Sensitivity is needed so that deep grief is not triggered at an inappropriate time. For example, a school assembly using the book *Badger's Parting Gifts* might help the school to explore grief and loss, but not when a newly-bereaved child is present. The Scholastic book '100 Assemblies' contains some good ideas on assemblies dealing with loss and change (p.66 - 80).
- k. The grief caused by the death will be long-lasting, and schools need to recognise that anniversaries and celebrations will be difficult - especially the first birthday and Christmas or other religious festivals. It will help if key dates and times are noted and passed on to the next class teacher or next school, along with other records and information. As children mature, the death is felt and questioned at new levels, both emotionally and intellectually, often causing renewed grief and distress.
- l. Classmates, especially close friends of the bereaved boy or girl, or of the child who has died, will suffer varying grief reactions. Their teachers will probably need the support of colleagues at this time; they might need to be reassured that their ideas for giving comfort to the children are wise, and that they will be of benefit to those in their care. Many younger teachers themselves may not have experienced bereavement, especially of this kind, before.
- m. This is a long-term issue. You can help a school recover through a memorial service or assembly and through the use of counsellors. Recognise that those who go to counsellors may well not be those whose need is greatest. A brother or sister may well have intense needs that appear later. It is very difficult for the school to know when to stop making allowances.
- n. The school should also be aware of the emotional impact the death of a family pet might have on a pupil or a member of staff. Emotional support can be offered through the normal channels of teachers, form teachers, HoYs/KS leads, the Head and peers and again discussion and honesty are vital. Terminology is again important as children may associate 'falling asleep' etc with the death. Again, pupils and staff should be encouraged to be honest with their emotions and talk about their memories of their pets. Whilst much of the Bereavement Policy deals with the death of people we should not underestimate how important the death of a pet to pupils and staff can be.

5. Suggested Reading

Pre-Prep/Years 3 + 4

Am I still a sister? Alicia Sims
Big A & Co, 1986. ISBN 0-9618995-0-6
Badger's parting gifts Susan Varley
HarperCollins, 1992. ISBN 000 664 3175
Remembering my brother Ginny Perkins
A&C Black, 1996 ISBN 0-7136-4541-5
Waterbugs and dragonflies Doris Stickney
Mowbray, 1997. ISBN 0 264 66904 5
Muddles, Puddles and Sunshine Diana Crossley
Hawthorn Press (2 Oct. 2000) ISBN 1869890582

Years 3 - 8

Charlotte's web E. B. White
Penguin, 1993. ISBN 014 036 4498
My brother Joey died Gloria Houston
TCF (USA), 1982. ISBN 0-671-42401-7
When someone dies: help for young people coping with grief Dwaine Steffes
Cruse Bereavement Care, 1997 (student edition). ISBN 0 900 321 113
Your friend, Rebecca Linda Hoy

Heinemann Educational, 1992. ISBN 043 512 3882
The Scar Charlotte Moundlic
Walker (7 Feb. 2013) ISBN 140634415X
Year 7 and 8 pupils -- *Vicky Angel* by Jacqueline Wilson (for the loss of a friend)
Year 5 and 6 pupils - *The Heart and the Bottle* by Oliver Jeffers

Teachers

Forgotten mourners, The: Susan Smith
guidelines for working with bereaved children
Jessica Kingsley, 1999 (2nd edition). ISBN 1 85302 758 8
Good Grief - No. 2: Over 11s and adults Barbara Ward
Jessica Kingsley, 1995 (2nd edition). ISBN 1 85302 340 X
Homemade books to help kids cope: Robert Ziegler
an easy to learn technique for parents and professionals
Magination Press (USA), 1992. ISBN 0-945354-50-9
Talking with children and young people about death and dying Mary Turner
Jessica Kingsley, 1999. ISBN 1 85302 563 1
When someone dies: how schools can help bereaved students Dwaine Steffes
Cruse Bereavement Care, 1997 (teachers' edition). ISBN 0 900321 10 5

Supporting Bereaved Students in Primary and Secondary Schools – practical advice for staff is a booklet that has been developed by King's College London and the National Council for Hospice and Specialist Palliative Care Services, now the National Council for Palliative Care (NCPC). It offers advice and support to school staff and includes tips from teachers who have had experience with bereaved children. An extensive resource list is included for those who wish to look further into the issues explored or enlist further support. The booklet can be ordered from NCPC by contacting Nick Hayes by email n.hayes@ncpc.org.uk or by telephone 020 7697 1520. winstonswish.org is the UK's childhood bereavement charity that supports children and their families on the death of a child. They offer support to parents and schools as well and have a variety of publications to support.

Appendix 6: Aide memoires for specific incidents

The following information is colour coded and should be linked to the Activation Process Flowchart and is related to ensuring the immediate safety and welfare of staff and pupils.

Flooding

- *Building Related:*
 - Switch off stop cock.
 - Call Site Team.
 - Call water supplier if necessary.
 - Monitor the situation.
 - If necessary, evacuate the area.
 - If flood worsens evacuate the whole building.
- *Environmental Flooding*
 - Assess the situation and keep in touch with the Environmental Agency and Local Authority.
 - Tune in to local radio or [sign up for flood warnings](#).
 - Consider removing equipment, pupils, staff and pets from the area of risk.
 - If safe to do so turn off the gas, electricity and water supplies before flood water enters the premises.
 - Keep dry and out of flood water if possible.
 - Do not evacuate if you are uncertain about the continuing safety of staff and pupils - please note that 80% of flood deaths occur in vehicles.
 - If it is necessary to walk through shallow flood water, take care for hidden holes, obstacles and other hazards.
 - If flooding causes partial loss of power, consider moving communications hub (by moving office telephones) to another part of the school.
 - If flooding causes total loss of power, relocate communications hub to somewhere with mobile phone reception, and consider relocating office staff to somewhere with power. Consider closing school until power returns.

Fire

This is an overview; full details are in Fire Prevention Policy.

- Activate the fire alarm.
- Do not tackle the fire yourself.
- Call 999 Fire Service.
- Follow fire drill procedures.
- Fire extinguishers are there to enable staff and pupils to exit buildings as safely as possible - do not try to put a major fire out that is the job of the Fire & Rescue Service.
- Ensure everyone is out and clear of the building.
- Report missing persons to the CIMT.
- Consider the locations of the Assembly Points in relation to any smoke drift and weather conditions. Pupils may need to be moved to a more suitable area.
- If the fire worsens remove the pupils immediately from the area or site and as far away as logistically safe/practical as possible.
- If the site has been evacuated make sure someone has been nominated by the CIMT to meet the Fire & Rescue Service
- Given the 'All Clear' make sure no pupils are missing on re-entering the building

Lightning storm

- If pupils and staff are outdoors avoid water, hilltops and trees. Stay away from any metal objects and avoid contact with others.

- If you think your pupils are at risk of being struck, inform them to drop to their knees and bend forward. DO NOT LIE FLAT.
- If in a building instruct pupils to move away from windows and do not touch the metal structures, phones or computers.
- If in a building stay inside, encourage visitors to shelter in the school.

Earthquake

A major earthquake is not likely to happen in the UK but small tremors have occurred so here are some important points to consider:

- If one or two people are in the room the safest place to be is under the door frame.
- With a class of children ask them to take cover under their desks and cover their faces with their arms to protect against falling objects.
- Once the initial shocks have ceased and there is major damage to the building, evacuate. If not, carry out a risk assessment and consider moving out of some of the building.
- Contact a property surveyor for advice if unsure about the structural integrity of the building.

Industrial emergency near school

- Pupils and staff should remain in the school building and await further instruction from the LA and council emergency teams and/or emergency services.
- This may include closing all doors and windows and covering extractor fans to minimise inhalation of fumes or smoke.
- Schools may wish to consider the best place in the building to shelter depending on the circumstances. For example, sheltering on the leeward side of the building in case of toxic release.
- Stay tuned to local radio - consider switching to a battery-operated radio in the event of loss of power.
- School should remain in shelter mode until the emergency services and/or local authority give the all clear.
- Encourage visitors to shelter in the school building.

Attack on a student or member of staff

- At the scene students should know to seek assistance from a member of staff.
- If staff witness the assault they should try and distract the assailant without risking themselves: do not engage physical contact, do not further agitate the assailant, maintain eye contact, be courteous and patient, use the word "stop" and the names of the people involved to promote familiarity.
- Staff should disperse spectators and therefore eradicate the risk of further injury.
- Staff should contact emergency services as appropriate.

Fights between pupils

- In deciding upon what action you take consider the safety of the pupils concerned and the safety of any other pupils.
- Assess seriousness of situation and if necessary tell a reliable pupil to get immediate assistance from another member of staff.
- A teacher should always remain at the scene.
- Take control and give clear and assertive directions to stop.
- Arrange for first aid if appropriate.
- Escort both parties to main office.
- Call the parents and/or police if necessary.

Hostage situation

- Do not try to intervene or be a hero.
- Co-operate and follow the instructions of the hostage taker.
- Try to remain calm and spread calmness. The children are likely to try and copy your behaviour.
- If in school:
 - Isolate hostage area by evacuating other pupils or through lockdown procedure - see D07 Security (Lockdown) Policy.
 - On arrival of emergency services, provide them with a map of the school.

Missing child / abduction / runaway

- Report to the Headmaster.
- The timing of when you do each of these steps will depend upon the situation. If there is a possibility the child has been abducted the police should be called immediately.
- Arrange search parties.
- Search the school or area of off-site visit working from last known sighting point.
- Call family and friends to see whether he/she is with them ensure no undue consternation or worry is caused by this call.

Attempted Abduction

- Ensure that pupils have the 'tools' for dealing with an attempted abduction, and re-enforce this with parents.
- Suggest that parents and child have a code word that only they and their child know for emergency situations when someone else is collecting the child.

Threatening person in a school building

- Assess threat.
- Call Police.
- Keep classroom/students secure.
- Initiate lockdown procedure if necessary, in line with D05 Security (Lockdown) Policy.
- If no one is in danger observe the intruder until the police arrive.
- If people are threatened, staff should consider attempting to draw the attention of the intruder away from those affected. When appropriate escape to a more secure area.

Threatening person in or close to school grounds

- Assess threat.
- Call Police
- Ensure all children are moved within the school building, if required.
- Headteacher will carry out lockdown procedures if necessary.
- Remain in classrooms until the all clear has been given or evacuate as a result of instructions from the authorities.

Marauding Terrorism Firearms Attack (MTFA)

- If shots are heard instruct everyone to take cover if appropriate (i.e. on the floor or under desks).
- Assemble in a secure location or, if more appropriate than moving pupils across site, activate the lockdown procedure in accordance with D07 Security (Lockdown) Procedure.
- Call Police.
- Check for injuries and missing pupils/staff by use of phone calls to rooms in turn (if lockdown in force)

Bomb Threat

- DO NOT turn anything electrical on or off, except the fire alarm.
- Quickly survey your room for any unusual items or packages. DO NOT TOUCH THESE ITEMS.
- Report anything suspicious or unusual.
- Evacuate using the fire drill procedure. The assembly point should be far away from the school as possible e.g. furthest point on the school fields taking account of the exit route so as not to transit past the indicated hazard area.
- Take register. Report missing students to the Director of Operations.
- The person taking a call issuing a bomb threat should not interrupt the caller except to ask the following questions:
 - When is the bomb going to explode?
 - Where is the bomb?
 - What does it look like?
 - What kind of bomb is it?
 - What will cause it to explode?
 - Why are you doing this?
 - Who are you?
 - Where are you calling from?
 - Are there any further hazards outside?
 - Note the caller's voice and background sounds such as:
 - Male or female?
 - Estimate of age (young, middle age, old)
 - Indication of accent/dialect, ethnicity, level of education
 - Other voice characteristics: stutter, nasal sound.
 - Did the caller seem familiar with the facility?
 - Was there any background noise?
 - Log all information.

Unsafe Structures

- Evacuate the school or building if necessary, moving out by a safe route identified at the time.
- Move away from the building if very serious.
- Contact Property Surveyor to report concerns.

Utility Failure

- Teachers should stay in the classroom with the children until further instructions are given.
- Teachers who are not teaching should immediately report to the main office.
- The company of the power source must be telephoned and a time established for resolving the problem.

School Trips/ Offsite Incidents (also see Educational Visits/Trips Policy)

If an emergency occurs on a school visit the group leader should maintain or resume control of the group overall. The factors to consider include:

- Establish the nature and extent of the emergency as quickly as possible.
- Ensure all other group members are safe and looked after.
- Establish the names of any casualties and get immediate medical attention.
- Ensure that a teacher goes with casualties to hospital with any relevant medical information and that the rest of the group is adequately supervised at all times and kept together.
- Notify the police if necessary.
- Ensure that all group members who need to know are aware of the incident.
- Ensure that all group members are following the emergency procedures and roles are allocated as necessary.
- Inform the school contact and provider/tour operator (as appropriate). The school contact name and number should be accessible at all times during the visit.

Details of the incident to pass on to the school should include:

- Nature.
- Date and time of incident.
- Location of incident.
- Names of casualties.
- Details of their injuries.
- Names of others involved so that parents can be reassured.
- Action taken so far.
- Action yet to be taken (and by whom).

The school contact should:

- Notify parents providing a full factual account of the incident as possible.
- Notify insurers especially if medical assistance is required (this may be done by the school contact).
- If the emergency happens abroad notify the British Embassy/Consulate.
- Ascertain phone numbers for future calls; try not to rely only on mobile phones.
- Write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence.
- Keep an incident log of all events, times and contacts after the incident
- Complete an accident report form as soon as possible and contact the District Council's Health and Safety Advisor and HSE if appropriate.
- No one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause further distress to their families.
- All media enquires must go through the school Marketing Manager.
- No one in the group should discuss legal liability with other parties; nothing should be signed relating to the accident liability without clear advice from the Head, Chair of Governors or designated deputy.
- Keep receipts for any expenses incurred, as insurers will require these.

Death or serious injury

The death of someone associated with your school may not be considered to be a Critical Incident, especially if it was expected, but nevertheless can be very upsetting for a large number of people. Therefore, we advise that the Critical Incident guidelines are followed as appropriate.

Once key consideration is the notification process for either informing pupil that their parents' have or informing parents that their children have died or been seriously injured.

Death of a pupil

Where possible, this should be done by somebody detached from the school, such as the local police. However, a judgement call should be made as to whether they are accompanied by somebody from the school. However, note experience from the military that resentment can sometimes foster against the individual who informed them of the incident; using an outside agency alone therefore displaces that risk away from the school. However, the school should be in touch shortly thereafter to offer support.

Serious injury of a pupil

Parents would be notified by the school in the event of a serious injury, which should be done so quickly and sensitively. Prepare what to say with care. Give the facts and express sympathy and concern. Inform parents of the action being taken and, if possible, indicate when further information will be made available. Do not mention fatalities specifically. Avoid references to blame and liability. Remember the media are likely to elaborate this statement. It may be appropriate to invite parents into the school in readiness for further information. Some people may need immediate emotional support at this stage. Parents will need to know whether to go to the scene of the incident, come into school, or travel to another location. If parents cannot be reached directly, then leave a brief message asking them to call a particular number, making the message simple. Again, prepare what to say in the event that you have to leave a message.

Death or serious injury of a parent or close relative of a pupil

Where possible, it should be left to a parent or close relative to inform the pupil. However, this may not be possible, particularly in the case of a boarder. In this case, the wishes of the family should be sought and considered where possible as to who informs this child. The instinct is that the responsibility will fall to the Headmaster if he is available. However, some parents may request a more 'mothering' individual to inform them, such as a House Parent or the House Mother.

Follow up after serious injury

If injured/unwell person has been admitted to hospital, the Head (or Deputy in his absence) should email the parents or next of kin to enquire how they are and offer to make contact by phone if they would like to speak to someone. Keep email short and concise, offering sympathy and thoughts. Provide a number with which they can make contact if they so wish.

Appendix 6: Emergency shut off locations

Zone	Utility	Room	Description
01 - Basement	Gas	2	Basement - Back wall
02 - Admin	Gas	6 outside	Outside wall by main library and main gate.
02 - Admin	Gas	15	Cleaners cupboard by Wishford room emergency cut off lever
04 - Chapel	Water	3	Tap below 2 boilers in boiler room isolates Saxon Hse Zone 10
05 - Hall	Electrical	5	Electrical room on right hand side in room.
05 - Hall	Electrical	7	Disabled toilet in atrium on wall
06 - Kitchen	Electrical	5	Back area in kitchen.
06 - Kitchen	Gas	1	Outside kitchen area in corridor by main side entrance.
06 - Kitchen	Water	1	Outside kitchen area in corridor by main side entrance.
06 - Kitchen	Water	3	Main kitchen under sinks.
08 - Wessex	Electrical	10	Staff room on wall,
09 - Thames	Electrical	2	Science rooms – Press large red button in entrance on left wall
09 - Thames	Electrical	4	Science rooms – Press large red button in entrance on right wall
09 - Thames	Gas	2	Science rooms – Press large red button in entrance on left wall
09 - Thames	Gas	4	Science rooms – Press large red button in entrance on right wall
09 - Thames	Water	5 outside	Boiler room outside at end of walkway
10 - Saxon	Gas	6	Saxon House - Boiler room
10 - Saxon	Water	N/A	Stop cock for Saxon Hse is in the Chapel Boiler Room (Zone 4 Room 3) underneath the two boilers
11 - Coach Hse	Electrical	Coach Hse	Coach House by front door.
11 - Coach Hse	Gas	Coach Hse	Outside kitchen wall by side gate opposite Zone 12 Stables
11 - Coach Hse	Water	Coach Hse	Coach House – Kitchen under sink.
12 - Stables	Electrical	1	Stables Flat – upstairs cupboard in right hand bedroom. Note: connected to board in Z13 R2 that is connected fed from Zone 11 Coach Hse
12 - Stables	Electrical	2	Stables Flat – 2 Boards in upstairs cupboard in bedroom. Note: connected to board in Z13 R2 that is connected fed from Zone 11 Coach Hse
12 - Stables	Water	1	Stop cock feeding both flats is located next to the main gas isolation valve located in the maintenance shed (Zone 13 Rm 3)
13 - Maintenance	Electrical	2	Laundry room - On back wall Note: fed from Zone 11 Coach Hse
13 - Maintenance	Gas	3	Back of workshop
13 - Maintenance	Gas	4	Plant room right hand side by door. Supply fully terminated inside maintenance shed 3 so this isolation point not currently required.
13 - Maintenance	Water	4 & 5	Inside room 5 in room in far right corner from front door...down low on right as you enter the back room.
14 - Pool Change	Electrical	1	Girls Changing room in cupboard in entrance
14 - Pool Change	Gas	4	Boys changing room behind panel in cubide next to sinks
14 - Pool Change	Water	4	Boys changing room behind panel in cubide next to sinks
Nursery	Electrical	2	Main conservatory in far right corner from main entrance
Nursery	Gas	4	Outside wall by entrance to soft play area.
Nursery	Water	8	Pre Prep – Under kitchen sink.
Pavilion	Water	Pavilion	Located in Nursery, room 18 (Toilet Cubide) furthest toilet from door (next to wall) Tap is in with toilet cistern behind panel.
Sports Hall	Electrical	11	Outside electrical room on left hand side of main entrance.
Sports Hall	Gas	10	Outside plant room on side of building opposite sports ground.
Sports Hall	Water	10	Outside plant room on side of building opposite sports ground.

Appendix 7: Map of Site



of H&S Checks\COSHH Assessment