



Monmouthshire Pupil Referral Service

Critical Incident Policy

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The template for this document has been produced, in part, using sections from Nottinghamshire County Council's Schools Emergency Plan template which has been recognised by Government for its good practice.

Introduction

Critical incidents can affect schools and local communities at any time. Such incidents come in many forms from major disasters to incidents involving extreme weather conditions, the sudden death or serious injury of pupils/staff, travel incidents involving staff/pupils and destruction or vandalism of part of the school.

To assist schools within Monmouthshire, the Emergency Planning Service, in liaison with officers from the Children and Young People's Directorate, Therapeutic and Family Support Services, Health & Safety, Safeguarding and the Communications Team plus representatives from volunteer primary / comprehensive schools within the Authority have produced a Schools Critical Incidents Plan Template, which the Monmouthshire PRS has used.

Scope of the Critical Incidents Plan

This Critical Incident Plan is designed for the Head of the PRS, staff and Management Committee to consider critical incidents that could affect the school and how the school should respond. This plan will cover:

- An event that threatens the safety of children, staff or the school premises.
- An incident that affects the school and the community within which the school is based.

This plan provides a generic guide to actions that should be considered by the Senior Leadership Team (SLT) in case of an emergency in the school or within the local community.

Throughout the plan, there is reference to a Schools Emergency Management Team (SEMT) that would be established by the school to respond to an incident. This may be a pre-identified Team or may just refer to the staff available on the day who would carry out the management of the incident.

The plan is designed to cover critical incidents as opposed to addressing business continuity issues. However, a short checklist has been included of a disruptive event e.g. loss of utility(ies) which may impact upon continuity of service for the school.

Incident Scale / Wider Support

The focus of this plan is the response of the school to a critical incident. All staff must be aware of what their responsibility is and what is best left to others. Depending upon the nature and scale of the incident, the Local Authority has detailed plans and procedures in place to support a school's response to emergency situations.

It is essential that the wider support services Monmouthshire County Council can offer to the school during an incident are recognised and understood. Such services include:

- Links to the MCC Emergency Response Team for any wider incident response (resources, support and advice)
- Children & Young People Senior Management Team
- Educational Psychology Service
- Children's Services
- Therapeutic and Family Support Services
- Media and Communications advice and support
- Health & Safety advice

- Legal advice
- Human Resources / Occupational Health
- Links to the emergency services and health sector
- Outdoor Education Adviser (MonLife)

School Security

In addition to any procedures outlined in this plan, the school has its own detailed Health and Safety Policy.

The school has clear access controls to the main entrance gates to deny entry to any unwanted visitors. The school also has a visitors' procedure that is followed with all visitors on site.

Critical Incident Plan

The school has developed this Critical Incident Plan which includes all the information covered by the Critical Incident Plan Template. This template was signed off by the Children and Young People's Directorate Management Team and then taken to the Joint Advisory Group (JAG) for consultation and approval.

Plan Review / Amendments

In conjunction with representatives from the Children and Young People's Directorate, the template the school has followed will be reviewed by Monmouthshire's Emergency Planning Service every 3 years.

To ensure that the validity of this document is maintained, plan holders are requested to inform the Children and Young People Directorate (CYP) of any amendments to this template, by contacting Will McClean, Chief Officer for CYP WillMcLean@monmouthshire.gov.uk

Any interim amendments necessary to this plan will be made via the plan owner who will ensure they are approved by the Management Committee and distributed to all staff. The school's Critical Incident Plan will be reviewed/updated yearly.

Plan Awareness / Training Requirements

All staff who have responsibilities within the plan must be familiar with their role - awareness training and plan validation exercises should be held with all staff upon completion of the plan.

The Local Authority will facilitate training sessions covering relevant sections of this plan. This will include opportunities for sharing of learning and good practice following critical incidents.

Section 1 - Notification of an Incident and Immediate Actions

1. Notification

1.1 Notification about an incident may come from several sources (e.g. member of staff, pupil, parent/carer, member of the public, the Emergency Services, the Local Authority).

The person receiving the alert should ask for and record as much information as possible using the following form – whilst trying to offer reassurance and support. All those involved in the incident (both directly and indirectly) may be suffering from shock, or may panic.

Initial Incident Notification Form

Name of
Caller:.....
.....

Date / Time of Call..... Contact Tel.
No.....

Email
Address.....
.....

Name of Person Receiving Call:
.....

Details of incident:

Date / Time of Incident?

Exact Location of Incident?
.....
.....
.....

Details of Incident – What has happened / Who is involved?
.....
.....
.....
.....
.....

What is the contact number for further information?

People affected (including names, injuries, where they are, where they are being taken to?):

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What arrangements are in place for people not directly involved in the incident?

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What advice have the emergency services given?

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Who has been informed?

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Headteacher/Deputy Headteacher

School staff

Management Committee

Pupils

Parents/ carers

Monmouthshire County Council

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Police

Fire and Rescue Service

Ambulance Service

Foreign and Commonwealth Office

MCC Comms Team

Insurance Company

Does anyone else need to be informed?

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Are there any immediate actions required? If so, AGREE THESE WITH THE CALLER

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1.2 Immediate Actions

These will depend upon the nature, scale and location of the incident, but the following will provide guidance on the initial actions to be considered.

After completing the previous form, the person who received the notification should immediately inform the Headteacher or Deputy Headteacher. If neither is available, the most senior person present should: -

- Assess the situation and establish a basic overview of the incident.
- Start and maintain an Incident Log Sheet – See Appendix 1
- Take immediate action to safeguard pupils, staff and visitors - attend to any casualties and administer first aid, if appropriate.
- Progress any immediate actions (especially any as agreed with the caller reporting the incident).
- Consider who has been and who else may need to be informed of the incident and action accordingly – refer to the Flow Chart in Appendix 3 – remember that Monmouthshire County Council can provide wider support to assist the school at this time.
- Refer to the Headteacher / Co-ordinator of the Incident - Action Sheet at Section 2.1 to initiate the response – then any specific procedures from Section 3 (if applicable).

Section 2. Action Sheets / Considerations

2.1 Head Teacher / Co-Ordinator Of The Incident

| Initial Response | Tick / sign / time |
|--|--------------------|
| Establish a basic overview of the incident – call the emergency services if necessary. Consider who has been / who else needs to be informed | |
| Start and maintain an Incident Log Sheet – see Appendix 1 | |
| Ascertain the whereabouts of all pupils, staff and visitors (timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for. | |
| Consider whether the incident should be contained in part of the building, or whether evacuation is necessary. | |
| Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene. If applicable: - <ul style="list-style-type: none"> • Ensure the emergency services can access/egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places. • Advise the emergency services of any property related issues/hazards (e.g. asbestos, chemical stores) • Consider providing personnel with a site map. | |
| Contact Monmouthshire County Council to share information and request support if necessary – contact details on Appendix 2 | |
| Call together the School Emergency Management Team (SEMT) / senior staff to help respond to the incident. Consider allocating tasks as follows: - <ul style="list-style-type: none"> • Communications – refer to Action Sheet 2.2. • Log-keeping – refer to Action Sheet 2.3. • Media Management – refer to Action Sheet 2.4. • Welfare - refer to Action Sheet 2.5. • Business Continuity – refer to Specific Procedure at 3.1. | |
| Decide the most appropriate method of contacting relatives of pupils/staff affected by the incident. If the matter is very serious (such as a fatality) liaise with Monmouthshire County Council and the Police about informing next of kin. | |
| Contact parents/carers to inform them of the incident and pass on all known information. Consider whether it would be more appropriate to invite parent/carers into school to brief and support. | |
| Liaise with Monmouthshire County Council at an early stage to determine how to parental/carer enquiries should be dealt with and whether a helpline has / will be set up to deal with enquiries from parents/carers/media etc | |
| Consider making referrals to Children's Services where appropriate. | |
| Initial Response | Tick / sign / time |
| Remember to: | |

| | |
|---|--|
| <ul style="list-style-type: none"> • Allocate tasks amongst the SEMT. • Ensure that staff are clear about their designated responsibilities. • Establish the location and frequency of SEMT / staff briefings. • Ask staff to maintain a log of actions made and decisions taken. • Assign a log-keeper to provide administrative/secretarial support. | |
| <p>Work with other staff and the emergency services to control access to the school:</p> <ul style="list-style-type: none"> • Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. • Provide authorised visitors with identification badges and ensure they sign in and sign out. • Ensure that media access to the site is controlled. • Ensure the school site is secure (e.g. provide temporary fencing around any damaged areas, arrange for broken windows to be boarded up). | |
| Determine what media action is necessary and liaise closely with MCCs Communications Team. | |
| Inform LA/Management Committee as appropriate and keep them briefed as necessary. | |

| Ongoing Response | Tick / sign / time |
|--|--------------------|
| Act as the main contact for coordination of the response. Continue to liaise with the emergency services and other organisations. | |
| Continue to allocate tasks amongst the SEMT – work closely with them and help to resolve any complications or difficulties that arise. | |
| If the response is likely to last for a significant amount of time, consider staff welfare (i.e. staff rotation/shift patterns). | |
| <p>Ensure that regular briefings are given to:</p> <ul style="list-style-type: none"> • Staff. • Pupils. • Parents / carers. • LA/Management Committee. • Extended services. | |
| Work closely with the 'media management' role to provide regular briefings to the media. Seek support from the Comms Team and other organisations, if necessary. | |
| In the event of a work-related incident, injury or fatality, report the incident to MCC's Health and Safety Manager as soon as possible and to the Health and Safety Executive (HSE) as necessary. Advice on incidents which must be reported to the HSE can be found at https://www.hse.gov.uk/riddor/reportable-incidents.htm . | |
| Seek advice on legal and insurance issues, if appropriate. | |
| If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and/or Fire & Rescue Service. | |

| Post Incident / Recovery | Tick / sign / time |
|---|--------------------|
| Complete all necessary forms/paperwork. | |
| Arrange a debrief for all school staff involved in the response. | |
| Represent the school at other debriefs which may take place to share lessons identified. | |
| Represent the school at any formal local, regional or national review processes. | |
| Work closely with staff to informally monitor pupils who may still be affected by the incident and ensure that post-incident support is available to all who may require it (refer to section 3.9 for more information). Remember that some members of staff may also need help in the longer term. | |
| Initiate a review of the School's Critical Incident Plan and amend as necessary. | |
| Represent the school at funerals / memorial services as appropriate. | |
| Recognise and, if appropriate, mark anniversaries. | |

2.2 Communications Leads

During and after an incident, the school could possibly receive a higher volume of calls from anxious parents/carers, and it is vital that good communication is established and maintained. The most appropriate method(s) of communication with parents/carers should be established at the time of an incident - in liaison with the Local Authority where appropriate – and will be dependent upon the nature of the incident. This will be particularly pertinent where there is a possibility of legal liability, police action or a significant health issue. The school will maintain lists of contact details for all parents / carers which will be updated termly.

The school can seek support and advice from MCCs Communications Team (Communications@monmouthshire.gov.uk) who can provide professional advice and assist them in dealing with all aspects of communication / media management etc.

| Initial Response | Tick / sign / time |
|---|--------------------|
| Start and maintain an incident log sheet – see Appendix 1 | |
| Consider the most appropriate but efficient method of communicating with parents / carers. Liaise with the authority's Communications Team if necessary. NB Be aware of the power of social media and how quickly information (and more importantly <u>misinformation</u>) can spread if communication is not handled correctly. | |
| Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at Reception if necessary – there may be the potential for a large number of telephone enquiries to be received in a short space of time and staff may become overwhelmed. | |
| Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode. | |
| Ensure staff, governors and MCC are briefed at regular intervals, so they are aware of the latest position. | |
| A factual statement should be produced (in conjunction with MCC's Communications Team if appropriate) which should include reassurance about the action being taken at the school / incident site. | |
| Provide support to staff handling calls so that they have clear and consistent guidance on what information and / or advice should be given out. All information provided should be accurate and consistent. | |
| Ensure that records of calls made / received are maintained - <i>the incident log sheet at Appendix 1 could be used for this if the school does not have any other forms.</i> | |
| If staff are making calls to parents / carers, they should: - <ul style="list-style-type: none"> • Make the calls as quickly as possible to avoid the spread of misinformation. • Keep records of who has / has not been contacted. • Provide parents / carers with clear information and advice about what has happened and what they should do. • Advise parents / carers that there could be a lot of media interest – journalists may try to obtain interviews with parents or pupils that could be upsetting and intrusive. • Continue to try and contact all parents / carers. | |
| Ongoing Response | Tick / sign / time |

| | |
|--|--|
| Support staff answering calls should be regularly updated with an agreed factual statement so that they have clear guidance on what to say. The statement should include reassurance about the actions being taken at the school / incident site. | |
| Ensure the welfare of those making / answering calls is acknowledged and arrange rotas / staff cover where appropriate – those answering high volumes of calls may find themselves under great pressure in very stressful circumstances. | |
| If support staff become overwhelmed by the volume of calls, MCC may be able to assist by establishing a helpline to take enquiries from the public. Contact the local authority for assistance. | |
| Ensure regular information / updates are provided to: <ul style="list-style-type: none"> • Pupils / parents / carers. • Monmouthshire County Council. • Management Committee / Others. | |
| Liaise with the “media management” lead to consider whether a press statement should be released. Remember - MCC’s Communications Team can provide expertise in this area and should be included in the process. | |
| Update the school answer phone on a regular basis. | |
| Liaise with the “co-ordinator” in sending a letter home to parents / carers (if appropriate). This could include information on what has happened / how their child was involved, the actions taken to support those involved and who to contact for further information / assistance. | |

| Post Incident / Recovery | Tick / sign / time |
|--|--------------------|
| Provide regular briefings to pupils and parents / carers. | |
| Check that any information in the public domain (e.g. website content) is accurate and up to date. | |

2.3 Log Keeper

It is essential that all staff involved in the response to the incident maintain an incident log. Where possible, a member of staff should be appointed as a log keeper to maintain an official record of the response to the incident – this should include a note of all known information relating to the incident, actions taken and the rationale behind why those actions were taken. An incident log sheet can be found at Appendix 1.

| Initial Response | Tick / sign / time |
|---|--------------------|
| Start and maintain an incident log sheet – see Appendix 1. | |
| Attend SEMT briefings. Keep a log of important information, actions taken, and decisions made. Notes should: - <ul style="list-style-type: none">• Be recorded in chronological order and record the date / time.• Be clear, legible and accurate – any mistakes should be crossed out with a single line and re-written.• Use plain and concise language.• Include only factual information.• Include a record of any expenditure incurred. For actions / decisions made – a note of the rationale behind why that decision was made should also be recorded on the log sheet. | |
| Ensure that each member of staff maintains their own incident log sheet. | |

| Ongoing Response | Tick / sign / time |
|--|--------------------|
| Provide administrative / secretarial support to the SEMT. | |
| Keep accurate records of anyone admitted to hospital or treated by the Emergency Services. | |

| Post Incident / Recovery | Tick / sign / time |
|--|--------------------|
| Collate all incident logs, making copies if necessary. | |
| Ensure records related to the incident are held securely and in line with GDPR requirements but make these available to authorised staff for future reference (e.g. in the event of a debrief of the response to the incident or enquiry). | |

2.4 Media Management Lead

Depending on the nature of the incident, the media are likely to be on the phone or present at the school within a very short space of time. They can be very intrusive and will approach anyone to get a story. The school must aim to protect its pupils, staff and parents / carers from the glare of publicity, particularly for the first week or two following the incident. However, if handled correctly, the media can often be the best way of getting accurate information or advice out to members of the local community. A brief interview with someone in authority at the scene of an incident can be a powerful way of defusing rumour and panic that might otherwise spread quickly, especially via social media.

The school will seek support and advice from MCCs Communications Team (Communications@monmouthshire.gov.uk) where they feel appropriate, as they can provide professional advice and assist in dealing with all aspects of communication / media management etc.

| Initial Response | Tick / sign / time |
|---|--------------------|
| Start and maintain an incident log sheet – see Appendix 1. | |
| Liaise with Monmouthshire's Communications Team as early as possible, and work with them to prepare a press statement, to be agreed by the Chief Officer for Children and Young People, the Headteacher, the LA and Chair of Management Committee before release. Information given must be limited until the facts are clear and all parents / carers have been notified. NB Be aware of the power of social media and how quickly information (and more importantly <u>misinformation</u>) can spread if communication is not handled correctly. | |
| Direct all media enquiries to MCC's Communications Team - this will ensure all responses to enquiries will be accurate, consistent and factual. | |
| Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Contact the Police for support if necessary. | |
| Work with the Communications Team to arrange for an appropriate member of staff to act as a spokesperson for the school (preferably someone who has had media training). The Communications Team can provide advice and support throughout the process. There are a few points to consider: - <ul style="list-style-type: none">• If possible, agree an interview format and establish what the interviewer wants to ask.• Be prepared to think on your feet BUT stick to the facts - remember you could be quoted on anything you say to a journalist, even if it is not part of the formal interview.• Do not speculate or make off the record comments.• If you do not know the answer – say so.• Do not over-elaborate answers.• Don't be afraid to express your sympathies but try not to get angry.• Don't allow journalists to wander around the school unescorted.• Refuse requests for photographs of schoolwork, of children or of staff involved. | |
| Advise staff on where to direct media enquiries. Ensure staff are instructed not to give personal interviews or comment on any written material. | |

| Ongoing Response | Tick / sign / time |
|------------------|--------------------|
|------------------|--------------------|

| | |
|--|--|
| Continue to liaise with the Communications Team / Local Authority on the ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are. | |
| Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be co-ordinated by Monmouthshire's Communications Team for checking and agreement by the emergency services (and other organisations as appropriate). | |
| Try to prevent the spread of misinformation (especially via social media). | |

| Post Incident / Recovery | Tick / sign / time |
|---|--------------------|
| Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public. | |
| Be aware of media interest in memorials or anniversaries of the event – refer to section 3.9 for further information. | |

2.5 Welfare Lead

Being involved in and responding to a major incident can be extremely stressful and it is essential that the welfare of all those involved is acknowledged – this includes recognising the welfare needs of pupils, staff, parents / carers and responders.

| Initial Response | Tick / sign / time |
|--|--------------------|
| Start and maintain an incident log sheet – see Appendix 1 | |
| Establish arrangements to meet the welfare needs of pupils, staff, parents / carers and responders. These may be wide and varied - Monmouthshire CC may be able to assist in this process. | |
| Ensure staff involved in the response have regular refreshment breaks, do not work excessive hours and are provided with any support (emotional or otherwise) that they require. | |
| Identify pupils who may require additional support: <ul style="list-style-type: none"> • Those with Additional Learning Needs. • Those with medical needs. • Those with Personal Emergency Evacuation Plans (PEEPs). • Anyone who may be particularly vulnerable or badly affected (e.g., those who were involved in, or witnessed, the incident, as well as those who have experienced/are experiencing serious illness, bereavement or loss that may cause increased vulnerability). | |

| Ongoing Response | Tick / sign / time |
|---|--------------------|
| Continue to monitor the on-going needs of those responding to the incident. | |
| In groups as small as practicable, inform pupils about the incident. Consider the best way to convey the information. | |
| In the event of a tragic incident, consider seeking support from the Local Authority who can assist in providing counselling for staff, young people and families – depending on the circumstances. Advice and support can be accessed via the Educational Psychology Service and the Therapeutic and Family Support Service – refer to Appendix 2. | |
| Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident. | |
| Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them. | |
| Where possible, every child should be spoken to about the incident before they leave school. | |
| Take account of religious and cultural factors. Consider contacting religious leaders within the community for support. | |
| Consider whether other schools (family members of those affected by the incident) may be impacted/affected by the incident and respond accordingly. | |
| Post Incident / Recovery | Tick / sign / time |

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|---|--|
| Refer to section 3.9 for further information on welfare arrangements and post incident support. | |
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Section 3. Specific Procedures

3.1 Sudden Death or Traumatic Incidents

The following procedure is for guidance only - the actual response required at the time will depend upon the nature and scale of the incident. A sudden death or traumatic incident could be as a consequence of:

- An accident
- A sudden illness
- Suicide
- Attempted suicide

NB If an expected death from illness occurs, it is likely that this sad event can be managed within the school's own resources. Further information and guidance is available from the Educational Psychology Service or Therapeutic and Family Support Services.

It is important to record as much information as possible.

| | |
|--|------------------|
| Date of Call: | Time of Call: |
| Name of Caller | Contact Tel. No: |
| Email Address: | |
| Description of what has happened. <i>Try to ascertain the nature of the incident. Are emergency services involved?</i> | |
| Information about the person/ people who have been injured/ died? | |

Information about others who may have been directly affected/ witnessed the incident?

Details of immediate family in this school and other local schools?

Who else has / needs to be informed? What information is already known?

What action is now needed?

Do we have consent to share the information?

| Sudden Death or Traumatic incident - Initial Response | Tick / sign / time |
|---|--------------------|
| Once the above information has been collated, start and maintain an incident log sheet – see Appendix 1. Record all decisions made and actions taken. | |
| <p>Assess the situation and consider whether this incident can be managed by the school or whether additional support is required from the local authority: -</p> <ul style="list-style-type: none"> • If the incident is under control and does not require specific local authority assistance, the local authority should still be informed (for information purposes) - this should include informing the Children and Young People's Directorate and a member of the Communications Team. • If the incident is serious enough and requires additional support and assistance, contact the Local Authority. MCC will establish an Emergency Response Team (ERT) to help the school manage the response to the incident. The ERT will consist of all relevant officers needed to respond to the incident and maintain liaison with the school. A member of the Communications Team will be on the ERT to support with media statements / press enquiries. <p>See Appendices 3 for further details.</p> | |
| Consider what assistance / additional support / (if any) is needed in the school. | |
| Consider whether there are any pupils with additional learning needs or anyone who may be particularly vulnerable who is likely to have been affected by the sudden death/ traumatic incident. | |
| Maintain regular contact with all persons affected by the sudden death/ traumatic incident to ensure the needs of those involved are being addressed. | |
| Consider the best way of communicating with the school community. | |
| Liaise with MCCs Communications Team to control information to the media. Arrange for all media enquiries / press releases to be directed via the Communications Team – see section 2.4 for further information. | |

| Sudden Death or Traumatic Incident - Ongoing Response | Tick / sign / time |
|--|--------------------|
| Continue to liaise with all persons to ensure all needs are being addressed. | |
| Following consent, check that everyone who should have been notified of the death/traumatic incident has been informed. Remember that information given must be limited until the facts are clear and those immediately affected have been notified. | |
| Continue to liaise with the Communications Team to assist with developing a media statement, with support from other organisations as appropriate. | |
| Ask pupils and staff to avoid speculation. Try to prevent the spread of misinformation (especially through the use of social media). | |

| Sudden Death or Traumatic Incident - Post Incident Support / Recovery | Tick / sign / time |
|--|--------------------|
| Ensure all forms / paperwork and incident log sheets are completed and filed. | |
| Consider the need for future emotional care and support for anyone involved - refer to section 3.10 for further information on welfare arrangements and post incident support. | |

3.2 Incidents involving Off-Site Visits

This procedure is based upon MCC's Outdoor Learning and Off-site visits Policy.

The following procedure is for guidance only - the actual response required at the time will depend upon the nature and scale of the incident. If the incident is not too large or too serious, it may be possible to be managed by a small team from the school, maintaining liaison with Monmouthshire County Council as required. However, if the incident escalates or is more serious, the Local Authority's emergency response arrangements could be invoked, and wider support established to help with the response – see Appendices 2 and 3.

The emergency (base) contact receiving information relating to an incident involving an off-site visit should use this form as a prompt to ask for and record as much information as possible: -

| | |
|---|------------------|
| Date of Call: | Time of Call: |
| Name of Caller: | Contact Tel. No: |
| Email Address: | |
| School / Establishment they are travelling with? | |
| What is their role within the Group (Visit Leader / Assistant Leader / Helper / Participant)? | |
| What is their current location? | |
| Description of what has happened. <i>Try to ascertain the nature of the emergency, where and when it occurred, whether emergency services are on scene.</i> | |

Continued overleaf

Are there any casualties?

Any immediate assistance required?

Who else has / needs to be informed?

What action is now needed?

| Emergency (Base) Contact for Off-site visits - Initial Response | Tick / sign / time |
|--|--------------------|
| Once the above information has been collated, start and maintain an incident log sheet – see Appendix 1. Record all decisions made and actions taken. | |
| Action any requests for assistance (as agreed with the party leader / person who made the call) and establish arrangements to meet the immediate welfare needs of pupils and staff. | |
| Contact the Headteacher (or nominated emergency contact) to inform them of the incident. Call in additional staff to help with the response if necessary. | |
| <p>Assess the situation and consider whether this incident can be managed by the school or whether additional support is required from the local authority:</p> <ul style="list-style-type: none"> • If the incident is under control and does not require specific local authority assistance, the local authority should still be informed (for information purposes) - this should include informing the Children and Young People's Directorate and a member of the Communications Team. • If the incident is serious enough and requires additional support and assistance, contact the local authority. MCC will establish an Emergency Response Team (ERT) to help the school manage the response to the incident. The ERT will consist of all relevant officers needed to respond to the incident and maintain liaison with the school. A member of the Communications Team will be on the ERT to support with media statements / press enquiries. See Appendices 2 and 3 for further details. | |
| Consider what assistance / additional support / (if any) is needed at the scene. | |
| Consider whether there are any pupils involved in the incident with additional learning needs or anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements. | |
| Maintain regular contact with all parties involved in the incident and the response to ensure the needs of those involved are being addressed. Liaise with the tour operator if appropriate | |
| If the incident happened abroad, contact the Foreign, Commonwealth & Development Office for support. Check the insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g., medical treatment) | |
| <p>Consider the best way of communicating with parents to provide accurate and timely news / situation updates – see section 2.2 for further information. Liaise with MCCs Communications Team if necessary for advice and support.</p> <p>Avoid making comments to the media until parents / carers have been informed.</p> | |
| Liaise with MCCs Communications Team to control information to the media. Arrange for all media enquiries / press releases to be directed via the Communications Team – see section 2.4 for further information. | |
| Ensure staff involved in the response are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made. | |
| Do not discuss legal liability with others. | |
| Inform the Outdoor Education Adviser | |

| Emergency (Base) Contact for Off-site visits - Ongoing Response | Tick / sign / time |
|---|--------------------|
| Continue to liaise with all parties involved in the response to the incident to ensure all needs are being addressed. | |
| Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified. | |
| Continue to keep parents / carers updated on the situation and how / when they can be reunited with their children. | |
| Encourage those involved in the response to retain any receipts / documentation for insurance purposes e.g.: <ul style="list-style-type: none"> • Records of expenditure • Medical certificates / hospital admission forms • Police incident number. | |
| Continue to liaise with the Communications Team to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests. | |
| Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones). | |

| Emergency (Base) Contact for Off-site visits - Post Incident Support / Recovery | Tick / sign / time |
|---|--------------------|
| Ensure all forms / paperwork and incident log sheets are completed and filed. | |
| Consider the need for future emotional care and support for anyone involved - refer to section 3.9 for further information on welfare arrangements and post incident support. | |
| Consider whether a referral to Children's Service is appropriate/ necessary. | |

3.3 School–Home / Home–School Transport Incident

MCC provides transport for some pupils to and from school using approved contractors and vehicles. Detailed policies and guidance relating to this service is available from MCC’s Passenger Transport Unit.

The following procedure is for guidance only - the actual response required at the time will depend upon the nature and scale of the incident. If the incident is not too serious with minor impacts, it may be possible to be managed by a small team from the school, maintaining liaison with Monmouthshire County Council as required. However, if the incident escalates or is of a more serious / significant nature, the Local Authority’s emergency response arrangements could be invoked, and wider support established to help with the response – see Appendices 2 and 3.

The school contact who receives information regarding a home-school / school-home transport related incident should ask for and record as much information as possible using the following form: -

| | |
|--|------------------|
| Date of Call: | Time of Call: |
| Name of Caller: | Contact Tel. No: |
| School Route / Transport Contractor | |
| What is their current location? | |
| Description of what has happened. <i>Try to ascertain the nature of the incident, where and when it occurred, whether emergency services are on scene.</i> | |

Continued overleaf

Are there any casualties?

Any immediate assistance required?

Who else has / needs to be informed? *This will be dependent upon the scale of the incident but could include parents /carers, MCC's Passenger Transport Unit, Chief Officer & Safeguarding Lead for Children & Young People's Directorate, Emergency Planning Team*

What action is now needed?

If the incident is minor and under control, it could be managed by the school, the Passenger Transport Unit and the transport operator as follows: -

- The school should report any minor incident to one of the two Designated Officers for Safeguarding within the Passenger Transport Unit (refer to Appendix 2).
- As a result of this call, Passenger Transport Unit policies and procedures will be triggered to manage the incident – this will include escalating to designated Safeguarding Officers within the Children & Young People's Directorate as necessary.

NB: If the call informing the school of an incident is received from the Passenger Transport Unit itself, the school and Unit should liaise as necessary and agree a course of action.

If the incident is more serious or escalates, wider response arrangements can be put in place to help the school and Passenger Transport Unit respond: -

- The school should report any incident to one of the two Designated Officers for Safeguarding within the Passenger Transport Unit (refer to Appendix 2).
- As a result of this call, Passenger Transport Unit policies and procedures will be triggered to manage the incident – if the incident is serious enough, the Passenger Transport Unit can contact Emergency Planning to escalate the Council's response to help the school manage the incident including setting up an Emergency Response Team if necessary – further details can be found at Appendices 2 and 3.
- The school should also contact the Local Authority to ensure that the response has been escalated and an Emergency Response Team is being established as necessary.

3.4 School Closure / Evacuation

If an incident necessitates the closure or evacuation of the school, the school follows the:

- School Closure Policy.
- Fire Evacuation Policy.

Rationale for school closure

A number of factors may require a full or partial school closure. The reasons for this will usually fall into one or more of the following categories:

- It is not safe for the school to open (this may refer to one or more of the school sites).
- It is not safe for staff and/or pupils to travel to school.
- There is not enough staff for the site to open safely (this may result in a full or partial closure).
- There is a health and safety reason during the school day that requires the school to close.

School closure will be avoided unless absolutely necessary. The school also recognises that the younger the pupil, the more important it is to keep them on the school site. In the event of unavoidable partial school closure, the school will prioritise younger pupils and those pupils studying for examinations.

Communication of closure to parents and carers

Careful consideration will be given to communicating with parents and carers to ensure they are kept fully informed.

If the decision for closure of the school has taken place over the weekend, during the school holidays, or during the evening of the day before, the school will contact parents and carers using our communication platforms:

- Email
- Notice on school website

This communication will take place as soon as possible prior to the start of the day, week, or term.

Timetable for response to school closure before the start of the day

There may be emergency occasions where the school needs to fully or partially close as a result of a decision that needs to be made on the morning of the school day. In these situations, the following schedule is followed. This is likely to be because of extreme weather.

| | |
|--------|---|
| 6.00am | Jake Parkinson (Headteacher-HT) and Jake Parkinson (Deputy Headteacher-DHT) discuss the issue and initiate the school closure procedure. |
| 6.00am | Becky Ayres (DHT) calls site team to risk assess the site and to have the Site Team to clear ice/snow etc. |
| 6.10am | Staff to contact Jane Davies (Admin) if they cannot attend work for health and safety reasons – by 6.10am. |
| 6.15am | Site team liaise with Jake Parkinson (HT) of the condition of the sites. Jake Parkinson makes the decision if the school needs to close because of health and safety issues. |
| 6.20am | If the site is deemed to be safe to open: Jake Parkinson (HT) calls Becky Ayres (DHT) and Leila Phillips (Centre Lead – PRU South) to assess if there is enough staff to open safely. Jake Parkinson uses the available staffing information to decide if the school needs to close (partially or fully) because of the health and safety implications of a lack of staff. |
| 6.30am | Jake Parkinson (HT) informs Becky Ayres (DHT) of the decision to close/partially close/open. |
| 6.35am | Jake Parkinson (HT) and Becky Ayres (DHT) inform all members of the Senior |

| | |
|--------|--|
| | Leadership Team, who will disseminate this decision to the staff they Line Manage. |
| 6.35am | Jane Davies (Admin) informs MCC Passenger Transport Unit to cancel school buses. |
| 6.35am | Mollie Goode (Admin) arranges for details of the school closure to be placed on the school website. |
| 6.40am | Jake Parkinson (HT) emails all staff with the decision. (Staff are requested in advance to check emails at this time before travelling to work). |
| 6.40am | Jane Davies (Admin) contacts Nikki Wellington (MCC) to arrange school closure notice on MCC website and local media/radio. |
| 6.40am | Jane Davies (Admin) calls to cancel any supply staff bookings. |
| 7.00am | Jake Parkinson (HT) calls Chair of Management Committee to inform of decision. |

The previous schedule will be adapted if the school is required to close during the school day. The same methods of communication will be used when organising pupils to return home.

Key contacts

| | |
|------------------|---|
| Nikki Wellington | 07766504389 |
| Transport | 01633 644777 07976 437123 07773117144 beckypritchard@monmouthshire.gov.uk lukestockton@monmouthshire.gov.uk |
| Snow clearance | 01633 644151 07836 619465 NigellLeaworthy@monmouthshire.gov.uk |

Plan for Evacuation

| Signals | School Site |
|---------------------------------|---|
| Signal for fire/bomb evacuation | Continuous ringing of the school bell |
| Signal for all-clear | Pupils will be dismissed by the Headteacher/Deputy Headteacher/Centre Leads |

FIRE ALARM SOUNDS

Staff, pupils and visitors evacuate to the staff car park following the routes shown. Staff will lead their class to the Muster Point. Pupils line up in teaching classes.

Centre Leads: Check fire panel for location. Check for fire if safe to do so. Cancel evacuation if 'no fire'

NO FIRE:

Centre Lead:

- Stand down fire brigade and silence panel
- Brief staff and pupils
- Initiate safe return to the building

FIRE:

Remaining staff to evacuate the building to the car park

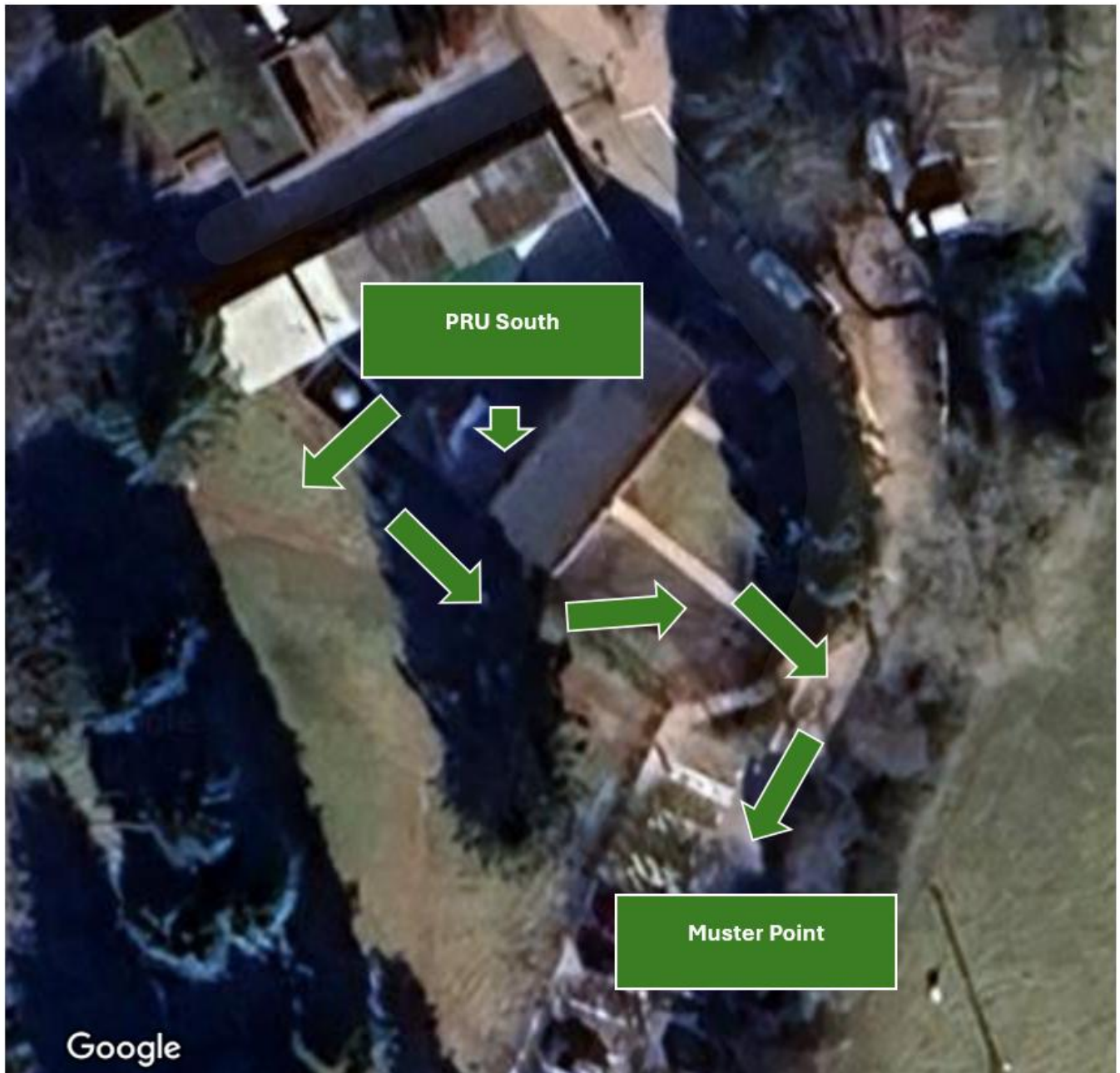
Centre Lead

- Check all staff pupils and visitors are accounted for and present
- Initiate critical incident plan (evacuation procedures)
- Liaise with emergency services

PRU North Evacuation Plan



PRU South Evacuation Plan



Evacuation of the School Building

- If the alarm sounds and a fire is detected, all pupils and staff will leave through the nearest exit and make their way to the Fire Evacuation Muster Point as outlined in the above images. Fire Wardens will ensure that rooms are checked for staff and pupils. Centre Leads will account for all pupils and staff.

3.4a Specific Schools designated as Care Centres

Background

Care Centres are established to provide short term accommodation including shelter, warmth and refreshments, for those affected by an incident. They can be divided into three main types:

- Rest Centres – set up for people who have been evacuated from their homes to ensure their safety, for example following a flooding incident or a gas explosion.
- Survivor Reception Centres – set up for people who have been involved in an incident that needs to be investigated by the Police, for example a train crash.
- Friends & Relatives Reception Centres - a meeting/information facility set up for friends & relatives enquiring about their families during or after a major incident.

Within Monmouthshire, Primary Care Centres have been identified as the four main Leisure Centres – Caldicot, Chepstow, Abergavenny and Monmouth. If requested to set up a Primary Care Centre, these premises would be used in the first instance – with a number of additional premises, such as community education centres and village halls, identified as back-ups.

Panic Button Procedure

In PRU South there are panic buttons in each classroom. If the panic button is pressed, the call goes to a call handling centre and Leila Phillips and Cath Noyes are contacted.

If they cannot be contacted, a phone call is made to the police.

The service is installing similar systems into PRU North and this policy will be updated when this is completed.

Shelter (Partial Lockdown)

Shelter (Partial Lockdown) School Site Procedure

Staff should complete the below actions and then await further instructions from the Lockdown Manager. All staff will be expected to monitor their emails as the level of risk and actions will be shared and continually updated after the sounding of the alert (intermittent ringing of the school bell for 1 minute).

| Signals (audio/ visual instruction) | |
|-------------------------------------|--|
| Signal for shelter | Text and email sent to all staff |
| Signal for all-clear | Email to all staff from Lockdown Manager |

Upon hearing the shelter signal, take the action below:

| Initial Response | Tick / sign / time |
|--|--------------------|
| <ul style="list-style-type: none">• Text and email sent to all staff. Ensure email receipt is acknowledged by Jane Davies• If in a lesson – Stay in your classroom. Shut the windows and lock the doors.• If break – Pupils and staff go back to usual classroom• If lunch – Pupils and staff go back to usual classroom.• If in kitchen, or outside, go back to usual classroom• Teachers not teaching – Go to the nearest teaching room with pupils in.• Support staff – Go to the nearest office/classroom.• Visitors - Go to the nearest office/classroom.• Teachers in classrooms email Attendance Administrator with names of pupils unaccounted for• Wait for an email detailing further instruction | |

| | |
|--|--|
| Partial Lockdown Procedure Staff should await further instructions which will be distributed by email. All staff will be expected to monitor their emails as the level of risk will be shared and continually updated after the sounding of the alert. | |
| Ensure all pupils are inside the school building. | |

| | |
|--|--|
| <p>All staff and pupils remain in the building and external doors and windows are to be locked.</p> <p>In the event of an air pollution or chemical, biological or radiological contaminants issue:</p> <ul style="list-style-type: none"> • Air vents, fans, heating and air conditioning systems should be closed or turned off • Use anything to hand to seal up all the cracks around doors and any vents into the room to minimise the possible ingress of pollutants | |
| All outside activity to cease immediately, pupils and staff return to the building. | |
| No one should be allowed to enter or leave the building. Pupils must not be released to parents/carers during a lockdown. | |
| Until further information from the Lockdown Manager, free movement is not permitted within the building. Teaching can continue as usual until. | |
| Any visitors should go to the nearest classroom / office | |
| Attendance officer to compile and then email J Parkinson a list of absentees. | |
| Reassure pupils and keep them engaged in an activity or game. | |
| Once all staff and pupils are safely inside, SLT will conduct an ongoing and dynamic risk assessment based on advice from the emergency services. | |
| During the lockdown staff will keep agreed lines of communication open but not make any unnecessary calls to reception/office as this could delay more important communication. Communication lines must be by email or text message. | |
| Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services. | |
| There will be an email to all staff from the Lockdown Manager to signify all clear. | |

| All Clear | Tick / sign / time |
|--|--------------------|
| Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services. If it is necessary to evacuate the school, an email will be sent to all staff, followed by the fire alarm being sounded. | |
| Staff and pupils are to remain in lockdown until there is an email received from the Lockdown Manager to signify all clear. | |
| Parents/carers will be notified of the situation only when appropriate and guided by the Emergency Services. The Emergency Services and the Communications Team will support the decision of the Headteacher regarding the timing of communication to parents. | |

A partial lockdown may also be a precautionary measure and puts the school in a state of readiness (whilst retaining a degree of normality) should the situation escalate.

3.6 Safe And Secure Procedure (Full Lockdown)

The Safe and Secure Procedure (Lockdown) should be seen as a sensible and proportionate response to any external incident that has the potential to pose a threat to the safety of staff and pupils in the school, examples could include a reported incident or civil disturbance in the community, a warning received regarding a risk of air pollution / hazardous gases or an intruder on the school site with the potential to pose a risk to staff or pupils.

Safe and Secure (Full Lockdown) School Site Procedure

Staff should await further instructions from the Lockdown Manager. All staff will be expected to monitor their emails as the level of risk will be shared and continually updated after the sounding of the alert.

| Signals (audio/ visual instruction) | |
|-------------------------------------|--|
| Signal for Safe and Secure | Text and email sent to all staff |
| Signal for all-clear | Email to all staff from Lockdown Manager |

| Safe and Secure | |
|--|--|
| Rooms most suitable | Pupils to stay in their classrooms or if on break/lunch to return to their next class. |
| Entrance points (e.g., doors, windows) which should be secured | Centre Leads to lockdown the site |
| Communication arrangements | <ul style="list-style-type: none">• School mobiles• Email |

Upon hearing the Safe and Secure signal (Full lockdown), take the action below. If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.

NB It is vital that the Safe and Secure procedure is familiar to all members of the school staff and to ensure this, a drill should be undertaken at least once a year. Staff will be notified of any drills.

| Initial Response | Tick / sign / time |
|---|--------------------|
| <ul style="list-style-type: none"> • Text and email sent to all staff. Ensure email receipt is acknowledged by Jane Davies • If in a lesson – Stay in your classroom. Shut the windows and lock the doors. • If break – Pupils and staff go back to usual classroom • If lunch – Pupils and staff go back to usual classroom. • If in kitchen, or outside, go back to usual classroom • Teachers not teaching – Go to the nearest teaching room with pupils in. • Support staff – Go to the nearest office/classroom. • Visitors - Go to the nearest office/classroom. • Teachers in classrooms email Attendance Administrator with names of pupils unaccounted for • Wait for an email detailing further instruction | |
| | |
| <p>Full Lockdown Procedure Staff should await further instructions which will be distributed by email. All staff will be expected to monitor their emails as the level of risk will be shared and continually updated after the sounding of the alert.</p> | |
| <p>All staff and pupils remain in the building and external doors and windows are to be locked.</p> <p>In the event of an air pollution or chemical, biological or radiological contaminants issue:</p> <ul style="list-style-type: none"> • Air vents, fans, heating and air conditioning systems should be closed or turned off • Use anything to hand to seal up all the cracks around doors and any vents into the room to minimise the possible ingress of pollutants | |
| <p>All outside activity to cease immediately, pupils and staff return to the building and into nearest classroom</p> | |
| <p>No one should be allowed to leave the building. Pupils must not be released to parents during a lockdown.</p> | |
| <p>Pupils and teaching staff should remain in their classroom. Office staff should remain in their office. Other staff should move to the nearest office or safe room.</p> | |
| <p>Any visitors should go to the nearest classroom / office</p> | |
| <p>External doors to be locked by the SLT. Classroom doors to be locked from the inside by staff members.</p> | |
| <p>Curtains drawn and internal windows closed (so that an intruder cannot see in).</p> | |
| <p>Pupils and staff should sit quietly out of sight and where possible in a location that would protect them. This should be under the desks in a normal classroom. Individuals with mobility problems should be seated out of view from the windows.</p> | |
| <p>Staff should encourage the pupils to keep calm.</p> | |

| | |
|--|---------------------------|
| Lights and screens to be turned off. Mobile phones to be turned off or on to silent. Pupils are to be reminded not to share the incident with anyone outside of school as them coming to school site could be dangerous. | |
| Attendance Officer to compile and then email J Parkinson a list of absentees. | |
| During the lockdown staff will keep agreed lines of communication open but not make any unnecessary calls to Reception/the Main Office as this could delay more important communication. Communication lines must be by email or text message. | |
| Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services. | |
| Once all staff and pupils are safely inside, SLT will conduct an ongoing and dynamic risk assessment based on advice from the Emergency Services. | |
| In some cases, the school would notify parents / carers of the situation. | |
| On-going Response | Tick / sign / time |
| The schools Communications Officer should maintain communications with the Emergency Services. | |
| Ensure that pupils, staff and visitors are aware of an exit point in case an intruder does manage to gain access. | |
| If required and possible, check for missing / injured pupils, staff and visitors. | |
| All Clear | Tick / sign / time |
| Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services. If it is necessary to evacuate the school, an email will be sent to all staff | |
| Staff and pupils are to remain in lockdown until an email is received from the Lockdown Manager to signal all is clear. | |
| Parents/carers will be notified of the situation only when appropriate and guided by the Emergency Services. The Emergency Services and the Communications Team will support the decision of the Headteacher regarding the timing of communication to parents. | |
| | |

Break/Lunchtime Lockdown

If a lockdown takes place during break or lunch, pupils will be expected to go to their usual classroom.

Procedure should the Fire Alarm sound

If the fire alarm sounds while a lockdown is in place, the procedure should be:

| Response | Tick / sign / time |
|---|--------------------|
| A member of the site team who has a means of remote communication (e.g. a school mobile) should go to the fire alarm panel to establish what zone has been activated. | |
| Once the zone has been identified, the alarm should be silenced and another person sent to the area to investigate. They will need to approach with caution as there may be a fire or an intruder may have activated the alarm. | |
| If a fire is discovered this information should be communicated back to the Lockdown Manager. The Lockdown Manager will liaise with the Communications Manager who will email staff and the member of Site Team will resound the alarm. | |
| Staff are to monitor emails. If staff and pupils are required to evacuate an email will be sent out and they must evacuate the building in line with the normal fire evacuation procedure. SLT will also complete class to class dismissal if this is the case. | |

Communication between parents/carers and the school

Arrangements for communicating with parents in the event of a lockdown, will be routinely shared either via newsletter or the school website. In the event of an actual lockdown, it is strongly advised that any incident or development is communicated to parents as soon as is practicable. It is obvious that parents will be concerned but regular communication of accurate information will help to alleviate undue anxiety.

Parents/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 his/her safety.
- Do not need to contact the school. Calling the school could tie up telephone lines that are required for contacting emergency support providers.
- Do not come to the school. They could interfere with emergency support provider's access to the school and may even put themselves and others in danger.
- Wait for the school to contact them about when it is safe to collect their children, and where this will be from.
- Are aware of what will happen if the lockdown continues beyond school hours.

The communication with parents/carers about the school lockdown will reassure them 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, it will reinforce the message that the school is in a full lockdown situation. During this period the switchboard and entrances will be un-manned, external doors locked and nobody is allowed in or out. Should parents present at the school during a lockdown under no circumstances should members of staff leave the building to communicate directly with them.

Emergency Services

The school will 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 depending on the severity of the incident that has triggered the lockdown. Emergency Services will support the decision of the Lockdown Manager regarding the timing of communication to parents. In the event of a prolonged lockdown or more severe scenario, Emergency Services, Local Authority and voluntary sector organisations will work together to co-ordinate practical and emotional support to those affected by any emergency, also referred to as humanitarian assistance. A reception centre for friends and family could be set-up outside of the cordoned area.

3.7 Suspicious Packages

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

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

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

| Initial Response - upon receiving a suspicious package |
|---|
| Remain calm. |
| Put the letter / package down gently on the nearest flat surface and walk away from it: <ul style="list-style-type: none">• Do not touch the package further.• Do not move it to another location.• Do not put the package into anything (including water).• Do not put anything on top of it. |
| Note its exact location. |
| Communicate with the Headteacher/Deputy Headteacher. |
| Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass. |
| Notify the Police (999). |
| Do not use mobile phones, two-way radios or sound the alarm using the break glass call points. |

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

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

3.8 Bomb Threats

If you receive a telephone call from someone who claims to have information about a bomb, use the form below to find out as much information as possible

Record the EXACT wording of the threat:

.....

.....

.....

.....

Where caller ID is available, record the number:

Initial response - upon receiving a bomb threat

Remain calm – Be cautious and without provoking the caller, try to ask the questions below: -

- Where is the bomb?.....
- When will it explode?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Did you place the bomb? If so, why?
-

When the call is complete: -

Try dialling 1471 for the number:

Inform the Headteacher / Deputy Headteacher / Nominee IMMEDIATELY. Time informed
.....

Ring 999 and inform the Police. Time informed:

Even if you think the call is a hoax, inform the police directly. Give your impressions of the caller and an exact account of what was said. *Refer to tick list overleaf*

RECORD AS MUCH INFORMATION AS YOU CAN FROM THE CALLER USING LIST BELOW AS A PROMPT:

What gender was the caller?

- ☐ Male
- ☐ Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

- ☐ Normal

☐ Loud

☐ Quiet

☐ Whispered

☐ Clear

☐ Disguised
- ☐ Well spoken

☐ Poorly spoken

☐ Deep

☐ High pitched

☐ Hoarse

☐ Nasal
- ☐ Impediment

☐ Stutter

☐ Lisp

☐ Slurred

☐ Other

At what pace did the caller speak?

- ☐ Normal
- ☐ Quick
- ☐ Slow

What manner did the caller have?

- ☐ Normal

☐ Calm

☐ Excited

☐ Laughing
- ☐ Upset

☐ Angry

☐ Rational

☐ Irrational
- ☐ Irritated

☐ Muddled

☐ Other

Were there any distinguishable background noises?

.....

.....

.....

Any Other Comments:

.....

.....

3.9 Post Incident Support

People can react to emergencies in many ways – e.g. shock / disbelief, fear, anxiety, depression, anger or grief – and there may be a need for immediate social and / or psychological support for some people affected by the incident. The emotional impact on children is not always immediately obvious to parent/carers or teachers and in some children, the distress can last for months, if not years - and can have an affect both on their behaviour and their engagement with learning.

The Local Authority and other agencies can provide advice and support to staff, pupils and parents affected by a major incident. See Appendices 2 and 3.

| Post Incident Support - Assistance for Pupils and Parents / Carers | Tick / sign / time |
|---|--------------------|
| Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy. | |
| Send a letter to parents / carers with information on: <ul style="list-style-type: none"> • The nature of the incident. • How their child was notified of the incident. • Arrangements for support organised by the school. • Who to contact if they would like additional support. | |
| Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary. | |
| Consider which pupils need to be briefed, how, and by whom. | |
| Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences. | |
| Consider providing relevant books in the school library. | |
| Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this. | |
| Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected. | |
| Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams). | |
| Maintain regular contact with parents / carers. | |
| Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers. | |
| Consider organising an event for parents / carers to discuss any issues or concerns they might have. | |
| If pupils who were particularly affected by the incident leave school (e.g. transitioning from primary to secondary education) consider how to best share this sensitive information with the new school. | |

| Post Incident Support - General Actions | Tick / sign / time |
|---|--------------------|
|---|--------------------|

| | |
|---|--|
| Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate. In MCC this would include the EPS and Family Support Services. | |
| Consider requesting support from other organisations for example the voluntary sector e.g., Samaritans / Cruse Bereavement Care. Signposting to other agencies, resources and support is available. | |
| Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention. | |
| Cancel or rearrange any events which are inappropriate. | |
| Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident. | |
| Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them. | |
| Ensure that new staff are aware of the incident, which pupils were involved and how they were affected. | |
| Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising). | |

| Post Incident Support – Pupil(s) Returning after a Period of Absence | Tick / sign / time |
|--|--------------------|
| Negotiate with parents / carers a suitable date for returning to school after a period of absence. | |
| Consider if any additional support could be provided which would make the return easier. E.g.: - <ul style="list-style-type: none"> • Initial part-time attendance. • Alternative methods of teaching. • An identified safe space that pupils could use if upset during the school day. | |
| Brief pupils who may be able to help in the process of resettling (e.g. close friends). | |
| Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> • Missed work. • Rescheduling projects. • Exams. | |

| Post Incident Support - Funeral Arrangements | | Tick / sign / time |
|--|--|--------------------|
| Contact bereaved families to express sympathy on behalf of the school. | | |
| Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support. | | |
| <p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> • Closing the school on the day of the funeral as a mark of respect. • A senior member of staff attending the funeral on behalf of the school. • If staff and pupils can be allowed time off school to attend the funeral. • Providing transport to take pupils and staff to the funeral. • Providing pupils with information about what happens at funerals. • Arranging floral tributes and / or donations. | | |
| Post Incident Support – Remembrance / Anniversaries | | Tick / sign / time |
| <p>Be aware of important dates which may need to be prepared for e.g.: -</p> <ul style="list-style-type: none"> • Birthdays. • Christmas. • Mother's Day / Father's Day. • Anniversary of the event. | | |
| <p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates e.g.:</p> <ul style="list-style-type: none"> • Commemorative service. • Special assembly. • Concert. • Display or Sports event. | | |
| Be aware of renewed media interest near anniversaries of the event. | | |

3.10 Business Continuity Considerations

Business Continuity involves looking at the different options for ensuring that the school's normal operations will continue in the event of a disruption. All schools should have a dedicated Business Continuity Plan detailing these options and the best steps to take in the event of a loss of a critical service. In the absence of a dedicated plan follow the prompts below:

| Initial Response | Tick / sign / time |
|---|--------------------|
| <p>Assess the impact of the incident, e.g.:</p> <ul style="list-style-type: none"> • Loss of premises? • Loss of staff? • Loss of IT / communications? • Loss of utility supply? • Loss of suppliers? <p>And try to ascertain how long the disruption will last.</p> | |
| Establish what effect the emergency will have on the operation of the school. | |
| Establish communications with staff, LA, parents/ carers as appropriate to the nature of the disruption. | |
| Refer to specific procedures in this document as appropriate to the disruption, e.g. School Closure/Evacuation. | |
| Are there any existing policies that could be used to deal with the impact of the incident, e.g., fire, snow etc. | |
| Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary. | |
| Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary). | |
| If appropriate, contact organisations that can assist in document restoration. | |
| Ongoing Response | Tick / sign / time |
| <p>Minimise any disruption to the provision of education.</p> <p>Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, enabling pupils to continue to sit exams) wherever possible.</p> | |
| Seek support from other organisations (e.g. cluster schools, the local authority, suppliers / contractors) as required. | |
| Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine. | |
| In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime. Follow LA, Public Health Wales and Welsh Government Guidance | |
| Recovery | Tick / sign / time |

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

Section 4. Site Specific Information

PRU North

| Utility supplies | Location | Notes / instructions |
|----------------------|----------------------|----------------------|
| Gas | Boiler Room | |
| Water | Boiler Room | |
| Electricity | BA/LP office | |
| Heating | Boiler Room | |
| Internal hazards | Location | Notes / instructions |
| Chemical store(s) | Caretaker store room | |
| Pre-designated areas | Location | Notes / instructions |
| SEMT briefing area | Classroom | |
| Media briefing area | County Hall | |

PRU South

| Utility supplies | Location | Notes / instructions |
|----------------------|-----------------------|----------------------|
| Gas | Plant Store | |
| Water | Plant Store | |
| Electricity | Cupboard by calm room | |
| Heating | Plant store | |
| Internal hazards | Location | Notes / instructions |
| Chemical store(s) | Caretaker store room | |
| Pre-designated areas | Location | Notes / instructions |
| SEMT briefing area | Classroom | |
| Media briefing area | County Hall | |

Section 5: Appendices

Appendix 1- Incident Log Sheet



Incident:.....

Date:

Page No:

[illegible]

Appendix 2 – Emergency Contacts Directory

These contacts are to be used in line with the school manual of contact numbers. These numbers will be checked and updated on a termly basis.

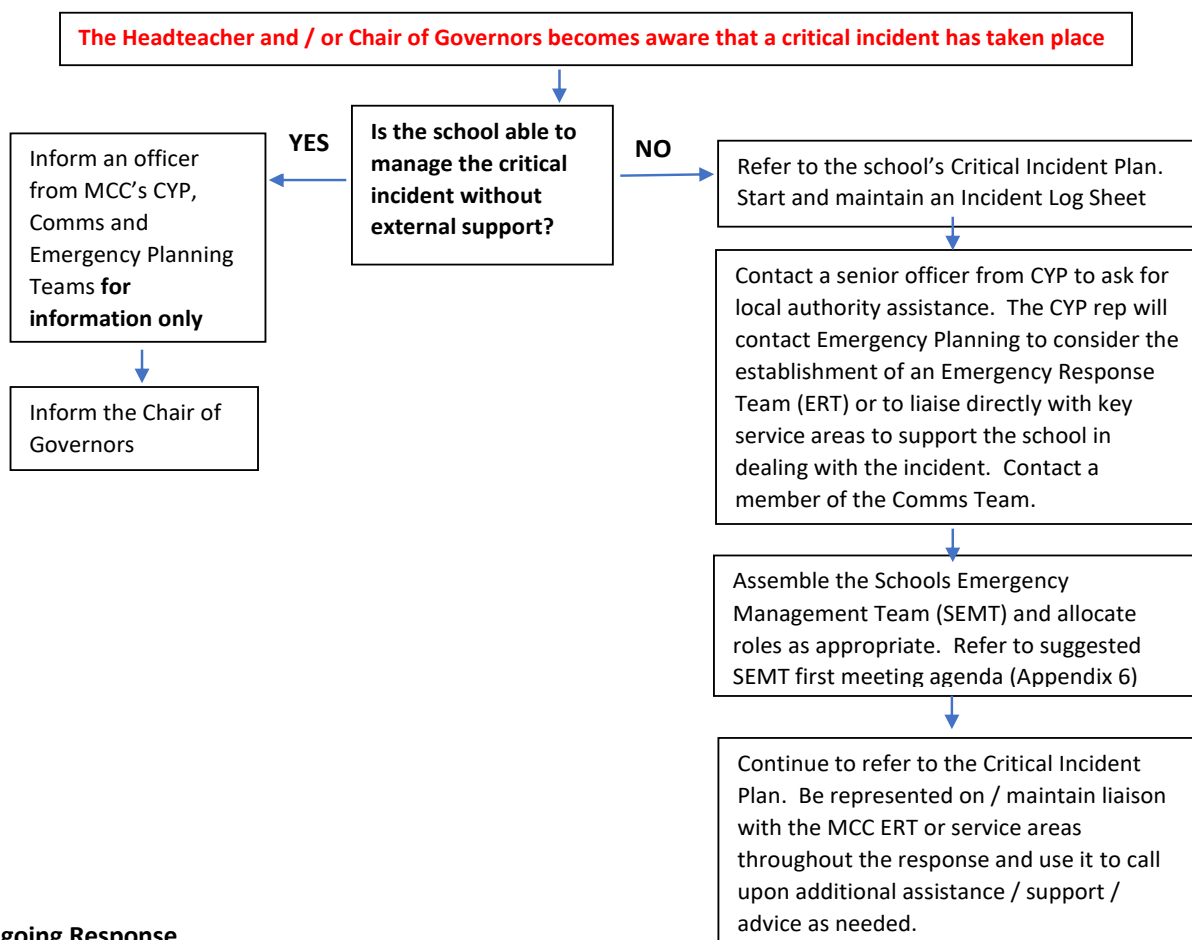
EMERGENCY SERVICES – DIAL 999 IN AN EMERGENCY

MONMOUTHSHIRE COUNTY COUNCIL

| Contact | Office Hours | Out of Office Hours |
|--|--|---|
| Monmouthshire County Council – General Switchboard | 01633 644644 | <p>0300 123 1055</p> <p>In an emergency, the Emergency Planning Duty Officer can be contacted via the 24 hour Shared Resource Service above.</p> <p>The Duty Officer will be responsible for co-ordinating the Council's response to an incident and will activate all other directorates as necessary.</p> |
| Children & Young People Directorate – senior leaders | 07834 435934 - WM 01633 644549 – NW 01633 644032 – MW 01633 644203 – SRS | |
| Emergency Planning Team | 01633 644092 / 91 | |
| Communications Team | 01633 644573 / 644402 | |
| Health & Safety Manager | 07890 024487 – KT | |
| Passenger Transport Unit | 01633 644777 / 07976 437123 - BP | |
| Lead Officer for Safeguarding in Education | 01633 644392 – HH | |
| Therapeutic and Family Support Services | Facetoface@Monmouthshire.gov.uk 07980 912391 - NM 07890 033427 – DB | |
| Educational Psychology Service | 01633 644011 – LD | |
| Outdoor Education Adviser | 07966 158868 – CA | |

Appendix 3 – Incident Response Flow Chart

Initial Response



On-going Response

Continue to liaise with the ERT and respond to the incident as necessary. Refer to the schools Critical Incident Plan for guidance and ensure tasks are actioned by the SEMT.

When the incident is brought to a close, ensure that all staff members are stood down. Ensure all log sheets are collated and filed safely.

Post Incident Response

Continue to follow the Critical Incident Plan. Ensure a full debrief is held for all staff involved and that appropriate representatives attend the wider MCC debrief.

Continue with informal monitoring of pupils who may be affected

Review the school's Critical Incident Plan – amend and update as necessary following the response

Carry out a 6 month follow up for post-incident report

Appendix 4 – Monmouthshire County Council's roles & responsibilities during a major incident

The Local Authority has detailed plans and procedures in place to support a school's response to an emergency situation.

It is therefore important that the wider support services Monmouthshire County Council can offer to the school during an incident are recognised.

Within Monmouthshire, the Emergency Planning Team would:-

- Establish the Council's Emergency Response Team to assist in a wider response to the incident. The Emergency Response Team would consist of representatives from all MCC directorates involved in responding to the incident and its main aims would be to:-
 - ✓ co-ordinate the Authority's staff and resources to help in the response;
 - ✓ maintain liaison with the School to ensure that all requests for assistance are actioned and the school is supported throughout the incident
 - ✓ provide specialist advice where necessary e.g. Health & Safety / Safeguarding / Legal / HR advice;
- Ensure liaison with other partner agencies involved in the response e.g. Police, Fire Service is maintained so that they are aware of the latest information, necessary actions etc.

The Communication and Engagement Team would:-

- Form part of the Emergency Response Team;
- Provide support and advice on all issues relating to communicating with parents and providing information to the media and the public, this could include helping prepare communications to parents, using social media to provide latest information / updates, providing media liaison and support when talking to the media.

The Children and Young People's Directorate would:-

- Form part of the Emergency Response Team;
- Be the liaison link between the Emergency Response Team and the school to ensure that the school receives all the support necessary in responding to the incident;
- Provide specialist support if needed to pupils via the Educational Psychology Service (or refer to other MCC services e.g. Social Services / Youth Service Counselling).

Appendix 5 –School Emergency Management Team (SEMT) Initial Agenda

| | |
|-----|---|
| 1. | Welcome & Introductions – Membership |
| 2. | Purpose of the School Emergency Management Team (SEMT)– Start and Maintain Incident Log Sheets |
| 3. | Situation Update / Nature of Event / Impacts |
| 4. | Agencies Currently involved (Emergency Services / MCC) – Co-ordination issues & consider requirement from MCC specific services for advice or the MCC Emergency Response Team – other partners? <i>CYP</i> <i>Education Psychology Service</i> <i>Children’s Services</i> <i>Therapeutic and Family Support Services</i> <i>Media and Communications advice and support</i> <i>Health & Safety advice</i> <i>Legal advice</i> <i>Human Resources / Occupational Health</i> <i>Emergency Planning</i> <i>Outdoor Education Advisor</i> <i>Links to the emergency services and health sector</i> |
| 5. | Agree overall Strategy and roles for Emergency Management Team Members (Refer to Action Sheets – Section 2) Welfare Issues |
| 6. | Refer to specific procedures as necessary (Section 3) |
| 7. | Consider Communications / Media Management issues – Information to staff & pupils – protocols for information sharing / sensitivities around Next of Kin |
| 8. | On-going Response issues / Recovery |
| 9. | AOB |
| 10. | Next meeting |

This policy was approved by the Management Committee

Signed:

Chair of the Management Committee

Date: ...

Signed:

Head of the Pupil Referral Service

Date: