This Policy was approved by the Governors January 2019
will be reviewed on an annual basis.

Responsible member of Staff
Mrs. F. Willis (Acting Headteacher)
Dan Moores (Caretaker)

This policy has been produced in conjunction with the Southend-on-Sea Borough Council
Managing Critical Incidents: Version 9.0 August 2014

“Hinguar Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, governors and volunteers to share this commitment”.

IN AN EMERGENCY PLEASE PHONE
THE EMERGENCY PLANNING OFFICER
Mobile: 07769 700 408 (FIRST CALL at any time)
Office hours: 01702 215023
01702 215000 (out of hours if mobile unavailable)
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INTRODUCTION
Handling crisis is a normal part of life in any educational establishment. However, some incidents involving young people or members of staff are of more critical and overwhelming character and may result in staff, young people or parents experiencing acute, even prolonged, distress. Crises may include:

- A serious accident involving children and school staff.
- A violent intrusion onto school premises either in person or by means of arson or a bomb.
- Denial of access to school premises.
- Release of a hazardous substance at or near a school site.
- Severe weather e.g. floods etc.
- Infectious diseases resulting in high level absences.
- Pandemics.
- The death of/or major injury to a child, staff member or governor.
- Any serious incident likely to lead to media interest or criticism from local or national press.

The list is not exhaustive, it simply illustrates the variety of incidents that can occur. Some incidents will occur outside the school, in the home, or perhaps on an educational off-site visit. However, regardless of where the incident takes place, there will be an impact on the school.

It is not intended that this guidance should be prescriptive or attempt to cover all possible events. A major fire, serious accident on a school trip, or major community violence will require different types and scales of response, and they will involve different agencies in a flexible response.

Arson attacks
Our Critical Incident Response Plan will also consider the eventuality of arson. The RPA Insurance will, in most cases, facilitate management of the reinstatement or reconstruction process. It is rare for personal injury to occur in arson attacks but the sense of loss, distress and anger can be severe. The dislocation for teachers especially can be prolonged. They are forced to revisit their distress day by day as the loss of their investment in place, planning, resources, records and teaching patterns bears down. The school is aware that the worse effects on teacher’s morale and emotional well being can occur sometime, often months, after a serious fire. The pressure on staff to restore normal routines quickly on a new or restricted site often leaves too little room for grieving, for ritual ending and for reflection. Therefore procedures highlighted throughout this policy will be followed.

This guidance is designed:

- To outline the plans or arrangements needed to respond rapidly to the effects of a critical incident.
- To provide practical guidance and reference during such an event.
- To provide an emergency contact list.
- To identify further information which the school will use to follow up.
SECTION 1 – THINKING AHEAD
Preparation is everything. As a school we have identified who will assume key roles, so that our response to a crisis will be more effective. Those assuming key roles have a checklist and procedures in place, have an up to date contact list and a tested framework for communications and a method of keeping an audit trail of actions taken.

Each incident is unique, and therefore our plans are as generic as possible. The Governing Body will make themselves aware of their responsibilities for Health, Safety and Welfare, including the well being of those engaged in educational visits.

PREPARATION FOR A CRITICAL INCIDENT
Following the guidance from Southend LA as a school we adhere to the following process:

1. As a school we will appoint a Critical Incident Management Team (CIMT) to study the guidance and work with the CEO SECAT and the LA’s Emergency Planning Officer to formulate an action plan, which would be followed in the case of a critical incident.
2. Where a critical incident occurs within our school either with its staff or the pupils who attend it, the CIMT will work closely with the CEO SECAT and LA’s emergency planning officer to ensure a fast and effective response to the incident.
3. The CIMT and the CEO SECAT and LA will ensure that basic information, contact list, communication details and procedures, including appropriate insurance cover are in place. Contacting the Emergency Planning Officer early on is vital, as he can initiate support from a wide variety of agencies, including the LA’s Media and Communications Section.
4. The CIMT will test plans regularly. Keep records and identifying “Lessons Learned”.
5. All activities undertaken by the schools will be covered by appropriate insurance. Similarly, external groups, which hire or use our school facilities, must carry adequate public liability insurance.

THE ROLE OF THE CRITICAL INCIDENT MANAGEMENT TEAM (CIMT)
Whilst it might seem dramatic to have a Critical Incident Management Team in place, it does ensure that action is effective and efficient. Key people then know what to do and can check that the necessary steps are taken. A major incident can be shocking and disorientating so prepared procedures are essential. The CIMT will meet at least once per term to update names, contact numbers, checklist and procedures.

At least one member of the Critical Incident Management Team must be available at all times to assist with the management of an incident. (This is particularly important when the Headteacher or other Senior Managers are themselves participating in an off-site visit, or are on leave.). The CIMT will implement pre-defined procedures to deal with re-location and supervising children in the event that the school is forced to close, for whatever reason, part way through its normal hours: this must include consideration of contracted or other existing transport arrangements for those involved. The Emergency Planning Officer will be able to assist in this regard.

THE ROLE OF THE AUTHORITY’S EMERGENCY PLANNING OFFICER (EPO)
Southend-on-Sea Borough Council's Emergency Planning Officer provides a 24-hour, all year response to emergencies and can be contacted on:

- 07769 700 408 (mobile- try this number first) or
- 01702 215023 (office) or
- 01702 215000 (out of hours if mobile number fails)

The Emergency Planning Officer can be authorised to initiate any of the LA’s major emergency response and management arrangements and commit resources during that incident. The Emergency Planning Officer has access to out of hours contact numbers for key LA officers (and other organisations) who can be called upon to provide support and assistance to education establishments during a critical incident.

It is vital that as a school we do not try to deal with the incident in isolation but call on the support provided by the LA as soon as possible! This will help the school to help those involved in the incident and will guarantee that essential support services are mobilised at the earliest possible time.

The Emergency Planning Officer, in conjunction with other Southend-on-Sea Borough Council resources can provide access to a wide range of services, including the following:

- Activation, setting up and running of “rest and information centres”, for victims, friends and relatives.
- Emergency feeding arrangements.
- Counselling services.
- Management of the media.
- Provision of transport.
- Provision of additional communications such as mobile telephones.
- Liaison with BT and other telecommunications providers.
- Liaison with voluntary sector.
- Provision of a mobile incident centre.
- Provision of administrative support staff.

This list is not exhaustive and it should be noted that it might take some time to activate all the services required. Where management of the media is involved, the school will call upon the skills and expertise of the LA’s Media and Communications Manager as soon as possible.

The Emergency Planning Officer will automatically involve the Media and Communications Manager as soon as he is informed of the Incident. The potential level of national and even international media interest should not be underestimated. The Emergency Planning Officer will also notify the Group Manager – Business Support within the Department of Children and Learning.

SECTION 2 - IMMEDIATE ACTION
This plan and procedure is implemented when a serious incident involving a number of children engaged in an offsite visit but it can be adapted readily to other circumstances. The critical incident action plan offers flexibility and is designed to address the possibility of an incident occurring during a holiday as well as during term time, including weekends.

Leaders of off-site trips must have contact numbers for their establishment, the LA, and their insurers (this is absolutely vital when needed to utilise medical or recovery services whilst travelling abroad) Reference should be made to all procedures relating to out of school visits, accident reporting etc.

**PROCEDURE**

- Contact the Emergency Services immediately when a threat to life or safety exists.

- Contact the Authorities Emergency Planning Officer, whatever the hour, day or night.

| Mobile: 07769 700 408 (This is the main number to call first-at any time day or night) | Or Office 01702 215023; or Out of hours: 01702 215000 |

- The Emergency Planning Officer (EPO) will initiate a meeting of the LA’s Emergency Response Team (ERT) and call on specialist LA officers, including the Media and Communications Manager who will help to manage the situation and deal with the press.

  **Note 1** - Gather information  
  **Note 2** - Trigger LA support through the Emergency Planning Officer  
  **Note 3** - Dealing with the media (vital).  
  **Note 4** - Gather and brief the Emergency Response Team (the EPO will do this)  
  **Note 5** - Contact families directly affected.  
  **Note 6** - Information for other parents.  
  **Note 7** - Information for staff.  
  **Note 8** - Information for pupils and young people.  
  **Note 9** - Encouraging people to talk.

Staff and governors need to be cautious in responding to on, or off, the record questions asked by the press/media. If possible, the Headteacher (or their designated deputy) will issue a holding statement until properly briefed by the LA’s Media and Communications Manager at note 3.

**GATHERING INFORMATION**
NOTE 1

Keeping Accurate Records

- Keep an accurate written or electronic log of ALL incoming messages (times and from whom) using the Emergency Incident Log Sheet (Appendix 1).
- Keep an accurate record of ALL actions taken, by whom and when. This information may be required at an enquiry or in evidence. (Appendix 1).

Information required by Emergency Response Team (ERT)

- Name and contact number of the adult present.
- What has happened?
- Where and when?
- Injuries, numbers and names of those involved?
- If there are child protection issues, ensure compliance with child protection guidelines.

If off site:

- Name and contact number of an adult at the incident site.
- Location of any injured members of the party.
- Location of the remainder of the party.
- Help required from the establishment/LA?

If involving loss or damage at the school, an initial estimate of
- severity.

The Emergency Response team will also need to know:

- Who has been informed?
- What has been said?
- Background information – if the incident occurs off site, the Educational Visits Co-ordinator should have records relating to the visit.

Where an incident involves the police service, they may take control of some management issues including the management of the media and provision of incident information.

Alert the Chair of Governors early on. Often the press will contact him/her direct, so it is important that he/she is aware of any incident and has the same story (even if it is just a holding statement) (please see Note 3, Your Chair of Governors can also help by dealing with Public Relations type issues allowing the Head Teacher to deal with the immediate problem.

NOTE 2
Trigger LA support through the Emergency Planning Officer
The Emergency Planning Officer (EPO) provides essential support to schools. The EPO will help with the organisation of physical resources and transport in addition to securing support from a variety of services as appropriate – for example, the Chief Executive’s Office, the Corporate Director, Children and Learning, the Corporate Director of Adult Community Services, Health and Safety etc.

The EPO will also contact the Media and Communications Office who will advise on press related issues. **In any major incident this assistance is vital and urgent, the press will want the story A.S.A.P!**

**NOTE 3**

Dealing with the media
THE SCHOOL WILL NOT TALK TO THE PRESS UNTIL THEY HAVE TAKEN ADVICE. THEY WILL PHONE THE EMERGENCY PLANNING OFFICER FIRST FOR ADVICE.

The school will be put in touch with the LA’s Media and communications Manager.

- If the press approaches the school before we have had the full facts, **we will issue a “holding statement”** along the lines of:

> “Sorry I’m unable to give you a comment now, but when we have the full facts somebody will get back to you.”

The school will take a name, organisation and contact phone number from the journalist so that the Media and Communications Manager can respond.

- Only the headteacher or delegated member of staff, or the LA’s Media and Communication staff will talk to the press. Dealing with the range of media contacts at crisis times can be difficult and personally challenging, even for a Senior Manager. The school will aim to let the Media and Communication Office deal with as much of it as possible.

- Individuals in the school’s community may still have a need to deal with the attentions of the media. Pupils, other young people, parents, governors and staff may be approached directly by press, radio or television reporters during the earliest states of an incident.

Again wherever possible, all press contacts should be coordinated through the LA’s Media and Communications Office. All staff will be advised of such a procedure and expectation.

**Incidents which take place during an off-site visit**

- When an incident involves a group working away from the school, the first priority for staff accompanying the party MUST BE to safeguard members of the group and get them to a place of safety. They should avoid talking to the press. **However, the press will want a story so the school leader will refer them to the Emergency Planning Officer.** The group leader will try to contact the school or EPO as soon as possible to alert them about what has happened.
• In an incident which takes place off site, the media might learn of it before the school and therefore have information which is different to that held by the school. In the most difficult circumstances the police should be asked to provide some protection against media intrusion. (See also Note 14)

• In some instances media interest might persist over a period of days or much longer and be re-triggered by subsequent events such as a funeral, court action, enquiry, or even anniversary.

**Guidance Points**

• Authorised staff should prepare (with guidance from the Media and Communication Manager) an agreed text for release to the media and/or as a script from which a designated spokesperson (this could be the Media and Communications Manager) makes the direct response for the school.

• An outgoing phone line from the school or nearby is important for obtaining and communicating essential information. Normal lines may get completely jammed, or be otherwise unavailable. The Emergency Planning Officer can assist with this.

How we present information and respond to questions is as crucial as what we say.

**NOTE 4**

**Gather and brief the Emergency Response Team**

• Contact the Emergency Planning Officer if you haven’t already done so.

• Contact all the members of the school’s CIMT who are available.

• The Emergency Planning Officer will convene an urgent meeting of the Emergency Response Team at an appropriate venue which, in many cases, would be the school. There may be some instances where it may be more beneficial to hold any meetings at an alternative location.

**NOTE 5**

**Contact Families Directly Affected**

• This has to be implemented quickly and with sensitivity. In all but the most minor incidents it is essential that you take advice, and have available the details, BEFORE contacting the families of those involved.

• **Ask the Emergency Planning Officer to contact the Department of Children and Learning and, if appropriate, the Educational Psychology Service.**

• The appropriate records and contact numbers are located and available for use and held in the school office. If the critical incident involves a party on an offsite visit the Educational Visits Co-ordinator or school office will have the relevant details.
NOTE 6

Information for other parents

- It is essential that Information is not issued that later proves to be incorrect or misleading as this undermines future confidence. Where health is involved the Emergency Planning Officer will contact the Health Authority. The LA’s Legal, Insurance and Health & Safety sections should always be contacted BEFORE contacting any of the parents.
- In some cases it may be sufficient to inform parents by sending a letter home with children. In some other cases it will be appropriate to call a meeting at the school. These decisions will not be taken in isolation but advice will be taken from the LA and involve those officers who can assist with the difficult issues.

Where the incident relates to abuse of one or more children, it is essential for the school to follow the protocols laid down in the LA’s Guidance on “Child Protection”. If this does not come immediately to hand please phone the Emergency Planning Officer who will advise the Department for People.

NOTE 7

Information for Teaching and Support Staff

- It is vital that all staff in contact with pupils, and other young people, are kept well informed.
- A schedule for giving information updates will be arranged and any meetings will ensure that knowledge is shared and questions answered in an informed manner.
- Staff will be advised of the need to avoid making comments to the media.
- Managers will be sensitive to the needs of staff who may themselves need support. Counselling and other support will be obtained through the Local Authority. The Emergency Planning Officer will be able to put you in touch with the appropriate services.

NOTE 8

Informing Pupils

- This will be done in classes or small groups with particular care being taken to protect and support children close to someone involved and any staff who are unable to handle the emotions or distress confidently.
- Children will receive a consistent account of the incident while allowing for differences in their ability to understand.
- It might be appropriate to hold an assembly to ensure that all students hear the same message.
- If breaking tragic news to young children the school will gain support from Educational Psychology Officers.
NOTE 9
Encouraging people to talk
In some instances young people and/or staff need time and space to talk about the incident and its effects before going home. Special areas and times will be set aside for this purpose. Specialists from the Department of Children and Learning will be able to provide support, should it be needed.

SECTION 3 – HANDLING THE REACTIONS OF PEOPLE AFFECTED

People can react very differently; some will readily give vent to their feelings whilst others find it more difficult. The age and development of those involved will, of course, affect their understanding and feelings. The Nature of the incident itself has a major bearing on the feelings generated. The common reactions include denial, distress, guilt, anger and helplessness.

The Emergency Planning Officer and other support services will be able to give advice and guidance on how to address these issues. There are some common needs that should be recognized:

Note 10 - Information about the incident (also notes 1, and 5-8).
Note 11 - For those with explicit knowledge of the incident (also see notes 5, 7, 9)
Note 12 - Opportunity to talk through or otherwise express personal reactions (see also note 9).
Note 13 - Those providing support need support too (also notes 7 & 9).
Note 14 - Formal and information recognition and rituals.
Note 15 - Continuing or quickly re-establishing usual routines.
Note 16 - Return to the school by young people or staff directly affected.

NOTE 10
Information about the Incident
The school will take advice from the LA’s Emergency Planning Officer and other support services before issuing information to staff, young people or parents.

- The CIMT will inform all staff and give guidance on how to support and talk to the children affected. The school will confront the ‘truth’ and take care with the form of words used in announcements.
- The school will outline the measures or arrangements in place that will provide further help for distressed children.
- The school will provide information to families on the types of help and support available to them and their children from within the school and outside agencies.
NOTE 11

For those with explicit knowledge of the incident

The management of a critical incident can result in high levels of stress for those involved. The LA employs specialist staff who can assist when dealing with these issues. The school will use the support provided so that staff are not left to deal with this themselves.

- The school will acknowledge the emotional state of staff and children and will allow time and space when needed.
- Some staff may not wish, or be able to be directly involved in supporting pupils and therefore the burden of support may fall disproportionately on a small number of staff who will receive the appropriate support.
- The siblings of any children affected will need special support. If they attend a different school we will make contact with them and agree support arrangements.
- The school will establish boundaries – avoid ‘milling about’ (designate specific areas for parents, supporters, the press etc).
- We will acknowledge that the incident may act as a trigger to children, who are emotionally vulnerable, even if they are not directly involved. This may result in difficulties in behaviour and relationships and appropriate support will be sought by the pastoral team.
- The school will be sensitive to the effects on the concentration and performance of children and staff and will be sensitive to the effect on home and social life for families and peers.

NOTE 12

Provide Opportunities to Talk Through or Otherwise Express Personal Reactions

There are many support agencies which can assist the school with this difficult but essential task. These will be contacted through the Emergency Planning Officer.

- While attempting to ensure continuity and normality, staff should encourage children to talk about their feelings and be prepared to listen to them.
- Groups of children can be offered support from external professions organisations or individuals who can ‘debrief’ them, to help them understand their reactions and develop coping strategies. This support will be organised by the pastoral team. Parental permission will be sought in this instance.
- Staff closely associated with any children involved will be offered opportunities for debriefing and counselling. (See section 4 for available support).
- Exceptionally some pupils may need therapeutic help for a considerable time, or at some time following the event, this will be provided by outside agencies accessed through the pastoral team.

NOTE 13

Those providing support need support too!

The school will be aware of possible delayed reactions from those actively involved in responding to a critical incident.
• Staff who are co-ordinating the school’s response will be supported and properly scheduled for relief periods.
• Teachers are vital in supporting children through a critical incident; but staff involved in delivering this support need and deserve informed guidance and emotional support themselves.
• The needs of head teachers and senior staff have not always been fully acknowledged. The strain of leading a school through a critical incident can obscure the head teacher’s personal feelings. The Governing Body will be aware of the welfare needs and the needs of the CIMT and implement appropriate support mechanisms.

NOTE 14

Formal and Informal Recognition and Rituals
• Arrangements may be made to express sympathy to the families directly affected by the incident by the headteacher.
• Injured pupils can be visited in hospital by members of the CIMT. Note that the press may also try to access injured persons in hospital, therefore a member of the CIMT will provide support until relatives arrive. This may involve asking the police for their assistance.
• Other pupils can be encouraged to send cards and letters.
• The headteacher will plan to attend a funeral, if welcome. (Closure of the school is possible at the discretion of the LA and governors).
• Where relevant, the school will discuss the desirability of holding special assemblies to celebrate the life of the pupils(s) and memorial services.
• The school will engage other pupils in these services as much as possible.
• Anniversaries are key times and the school will ensure that these occasions are planned for and handled with sensitivity and support.
• The school will contact the local faith organisation for support and advice, if appropriate.

NOTE 15

Continuing or Quickly Re-Establishing normal routines

The school will make every attempt to provide as much continuity as possible for children. They will try to maintain the normal school day so children will be less likely to feel unsettled. Parents can be invaluable (e.g. as classroom assistants) to enable the school to run as smoothly and ‘normally’ as possible.

NOTE 16

Return to school by Pupils or Staff Directly Affected

Some young people or staff may not return immediately after an incident and may, therefore, need special assistance when they do return.
The Department of Children and Learning may be able to provide advice and support to schools as needed. Staff who have been off for some time following the incident may find a planned gradual return easier to cope with which will be implemented by the headteacher.

**Arson attacks**

- Incidents of arson attack on education establishments have increased steadily in the UK in recent years and, although the LA takes every step to manage the risk effectively, any Critical Incident Response Plan should consider this eventuality.

- The schools RPA Insurance will, in most cases, facilitate management of the reinstatement or reconstruction process.

- It is rare for personal injury to occur in arson attacks but the sense of loss, distress and anger can be severe. The dislocation for teachers especially can be prolonged. They are forced to revisit their distress day by day as the loss of their investment in place, planning, resources, records and teaching patterns bears down.

- Be aware that the worse effects on teacher’s morale and emotional well being can occur some time, often months, after a serious fire.

- The pressure on staff to restore normal routines quickly on a new or restricted site often leaves too little room for grieving, for ritual ending and for reflection.

**SECTION 4 – AVAILABLE SUPPORT**

Critical incidents test the spirit, organisation and leadership of schools and their communities in extreme ways. Invariably a whole school community (teachers, support staff, governors, parents, other agencies) will rally to support each other through the difficulties. In some circumstances however, because of the incident, an emergency can produce conflict. For many people, critical incidents will provoke feelings and issues beyond their ordinary experience; these will be acknowledged within the school. Individual reactions to acutely abnormal circumstances cannot be predicted. Understanding and expectation of disturbed responses will be developed.

**Additional Help**
The school may need external support from the LA and/or other agencies. Community services, local churches, health services and voluntary organisations can provide emotional support, debriefing and, exceptionally, counselling.

- The immediate provision of external support will be managed through the LA’s Emergency Planning Officer. The school can, in the aftermath of an incident, be inundated with well-meaning offers of help and advice and also face intense media interest. The priority, shared between the school and the LA, will be to serve the best interests of pupils and staff in coping with the incident both individually and collectively.

- The LA can make available specific types of support to schools in the first hours, days and weeks of a critical incident (in addition to the technical and organisational services, which some situations will require).
• The contact numbers are shown in section 5 and are included in the school’s critical incident contact list in Section 6.

**Telephone contacts for support and advice**

The LA can only offer support to the Headteacher/staff/parents of the school once alerted to the fact there is an ongoing situation.

The contact numbers are:

07769 700408 (Mobile) 01702 215023 (Office)
01702 215000 (Out of hours/if mobile fails)

In addition, most establishment will already have some strong personal links with the LA, for instance through individual officers in School Support and Preventative Services, HR or through Educational Psychologists. Such contacts can be invaluable, particularly for the Head Teachers, in providing moral support and a trusted sounding board at a testing time.

**Debriefing and support for staff**

The CIMT team will coordinate specialist support to help a group of staff to come to terms with a critical incident and to plan their response with children, colleagues and parents.

- Holding meetings where staff can talk over individual reactions in a structured process assists this and will be organised by the CIMT.
- Follow up support may need to continue over a period, particularly around the anniversary of the critical incident.
- If it becomes clear that individual staff need more substantial support or counselling, the LA can help via the Educational Psychology Service or in referral to the Occupational Health Service, who can provide valuable expertise and guidance in helping individual staff facing prolonged stress.
- It is important that concern for the well being and emotional recovery of children does not lead to an assumption that staff, including headteachers will somehow cope unaided.
- Many, perhaps all, will need support and a coordinated support programme is the responsibility of the CIMT.

**Debriefing sessions for young people**

If children have been directly involved as witnesses to a traumatic incident they will benefit from properly structured debriefing sessions. These debriefing sessions can also be beneficial to children otherwise affected and enables them to express what they saw or heard, how it affected them, and how they feel about it in retrospect. However, the offer of counselling needs to be considered carefully and it may be best to resist the initial desire to offer counselling immediately. There is some research, which indicates that post incident counselling may be harmful as well as helpful. The CIMT will consider the situation before engaging counselling.

The CIMT will not be seen as a team of ‘counsellors’. Its role is short term and intended to co-ordinate services or arrangements which enable teachers, parents and children to express their feelings about the critical incident. This is to help those involved to be clear about what they feel and can be understood and managed by
themselves, their families and their schools; to clarify thoughts and feelings so that they can operate as normally as possible in an abnormal situation.

**Longer term support**
Some individuals or groups may find it very difficult to shed the distress, anxiety, guilt, and depression that an incident can provoke. Others may suffer a delayed, or not obviously related, effect. Advice and referral to support agencies may be needed for some people. The school will seek advice and guidance from the Educational Psychology Service on the needs of young people directly or indirectly involved. This might be about the needs of groups or of individuals. The Educational Psychologist will advise on the schools own monitoring and support for young people and parents. Educational Psychologists may be able to offer direct support for groups of pupils, or to parents of young people who appear to be particularly distressed.

Contact via the establishments link Educational Psychologist or the Educational Psychology Service – Telephone:01702 212121

Where the LA has been involved in dealing with a critical incident, a follow up visit will be offered after an appropriate interval to review continuing needs and to reflect on the process at the time of crisis.

**Support for Headteachers and their deputies**
The strain of leading an establishment through a critical incident can be profoundly disturbing but may not be identified or acknowledged until after the crisis has subsided. The support of family, senior colleagues, governors, other heads and close friends needs to be engaged.

**For advice on coping with stress and bereavement issues the school will contact the LA who will be able to direct them to relevant support mechanisms.**

**SECTION 5 – Hinguar Critical Incident Contact List**

It is essential that this “Emergency Contact List” is available (at any time) to colleagues who legitimately need it. This must be stored confidently and the headteacher and the assistant headteacher should have a copy at home. The contact list will be reviewed and updated regularly (at each CIMT team meeting). (Appendix 2)

**SECTION 6 – FURTHER INFORMATION**

**Training opportunities**
From time to time there will be opportunities to give school representatives a chance to explore the issues raised in these guidelines and policy, to action plan and to identify continuing training needs. Support can also be provided in individual schools on request to assist in introducing and implementing a scheme from the LA. The CIMT will:

- Consider the inclusion of training for staff in areas such as loss, change or bereavement as part of the school’s SIP.
Consider the provision of relevant fiction and non-fiction books in the school’s library.

Consider discussions with pupils about what are normal reactions to stress or crises and give them guidance about practical measures to alleviate the stress responses, e.g. relaxation techniques or positive imagery through the PSHE curriculum.

Consider the inclusion of skills or projects concerned with the cycle of life and death.

**Suggested reading and other resources**

Our governing body are aware of the following documents/resources:


Southend-on-Sea Borough Council Guidance for Learning Outside of the Classroom, on the “Evolve” website at: [www.southendvisits.org.uk](http://www.southendvisits.org.uk)


For Health and Safety advice in Schools – contact Southend-on-Sea Borough Council’s Health and Safety Team.
APPENDIX 1

Emergency Incident Log Sheet

Nature of Incident:

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<th>Date and Time</th>
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### Critical Incident Management Team

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<tr>
<th>Name</th>
<th>Phone 1</th>
<th>Phone 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. F. Willis</td>
<td>01702 302213</td>
<td>07984086478</td>
</tr>
<tr>
<td>Mr. D. Moores (caretaker)</td>
<td>01702 528820</td>
<td>07535040455</td>
</tr>
</tbody>
</table>

### Governors Contact cascade Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone 1</th>
<th>Phone 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. G. Hansford</td>
<td>07790005370</td>
<td>07702000714</td>
</tr>
<tr>
<td>Mr D. George (Vice C of Gov)</td>
<td>01702 296326</td>
<td></td>
</tr>
</tbody>
</table>

### SECAT

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone 1</th>
<th>Phone 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruth Brock -CEO</td>
<td>01702 580463</td>
<td>07949 805427</td>
</tr>
</tbody>
</table>

### Staff Contact cascade Details

The Headteacher will contact key people in accordance with the school’s closure list. In her absence both Assistant Headteachers will make contact with all staff in accordance with cascade list.

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone 1</th>
<th>Phone 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Planning Officer</td>
<td>Gary Cullen (duty mobile)</td>
<td>07769 700408 + 07768555783</td>
<td>01702 212580, 01702 215000</td>
</tr>
<tr>
<td></td>
<td>(office)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media &amp; Communications Manager</td>
<td></td>
<td>01702 215939</td>
<td>07788 428213</td>
</tr>
<tr>
<td></td>
<td>(out of hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal Services Risk &amp; Insurance</td>
<td>Dorothy Simon</td>
<td>01702 215592</td>
<td>01702 215292</td>
</tr>
<tr>
<td></td>
<td>Kathy Slowther</td>
<td>01702 215903</td>
<td></td>
</tr>
<tr>
<td>Children &amp; Learning Group Manager</td>
<td>Brin Martin Head of Learning</td>
<td></td>
<td>Tel: 01702 215916, Email: <a href="mailto:brinmartin@southend.gov.uk">brinmartin@southend.gov.uk</a>, Mobile: 07717 867421</td>
</tr>
<tr>
<td>Business Support</td>
<td>Sarah Baker</td>
<td>01702 534888</td>
<td></td>
</tr>
</tbody>
</table>
# APPENDIX 3

## LOCAL AUTHORITY SUPPORT SERVICES

<table>
<thead>
<tr>
<th>NAME</th>
<th>DESCRIPTION</th>
<th>CONTACT</th>
<th>TELEPHONE</th>
</tr>
</thead>
</table>
| **Emergency Planning Officer** | **FIRST CONTACT IN ANY EMERGENCY**  
- Will provide support by contacting other essential support including CEO and Media and Communications Manager.  
- Will convene the LA’s Emergency Response Team | Colin Gordon             | 01702 212121              |
| **Education Psychology Service** |  
- Consultation and advice on the needs and management of individual pupils.  
- Support to individual pupils and staff via group participation.  
- Assessment and guidance for individual pupils | Colin Gordon             | 01702 212121              |
| **Parent Partnership** | Support for parents/carers of children with special educational needs | Julie Davis              | 01702 534793              |
| **Legal Services** | Child Protection issues | Dorothy Simon             | 01702 215592              |

## SECAT

<table>
<thead>
<tr>
<th>NAME</th>
<th>DESCRIPTION</th>
<th>CONTACT</th>
<th>TELEPHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Insurance and Risk</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Advice on issues of Risk and Insurance.  
- General Education Establishment Insurance.  
- Additional Insurance needs for off-site visits.  
- Insurance needs of groups operating on Education Establishment premises. | Dorothy Simon            | 01702 215592 |
| **Health and Safety**   |  
- Advice on Health and safety issues.  
- Risk Assessment. | Dorothy Simon            | 01702 215592 |
| **Corporate Property Management** | Support and advice on incidents relation or involving property, heat, light, water, power.  
- Support and advice particularly in relation to buildings and structures following arson attacks, impact or collapse. | Dorothy Simon            | 01702 215592 |

## ENVIRONMENTAL AGENCY

<table>
<thead>
<tr>
<th>NAME</th>
<th>DESCRIPTION</th>
<th>CONTACT</th>
<th>TELEPHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flood Line</strong></td>
<td>Contact number</td>
<td></td>
<td>03459881188</td>
</tr>
</tbody>
</table>


APPENDIX 4

Managing Critical Incidents – LA Checklist

- Person receiving call must take all the facts of the situation.

- Pass information to the Emergency Planning Officer, Corporate Director, Children and Learning or a Head of Service.

- The EPO, Corporate Director, or Head of Service initiates meeting of the Emergency Response Team.

- Emergency Response Team meets as quickly as possible after receiving the call.

- The Emergency Response Team consists of the Emergency planning Officer, Corporate Service Directors, the Media and Communications Manager and representatives of the Establishment’s Critical Incident Response Team.

The Emergency Response Team will meet to:

- Inform all present of the facts of the current situation.

- View the action to be taken in terms of:
  - Pupils/young people.
  - Staff.
  - Parents.
  - Buildings.
  - Accommodation.
  - Immediate action.
  - Intermediate action.
  - Long term action.

- Consider form of support for staff and children.

- The management of the press – release of statement.

- Set up information line for parents if required.

- LA officer number to be given to the head/deputy for out of hours contact

- Letters to appropriate people e.g. all parents, staff, governors for the Education Establishment to manager.

- All front line staff to be informed i.e. Admissions, Education Welfare, Reception, Inspectors and other as appropriate.

- Counselling in general.

- Ongoing support in terms of bereavement counselling.

- Advise the Education Establishment on rights and rituals.
• Ensure that the Education Establishment is aware that contact needs to be maintained with the family by visit, letter as appropriate.

• Follow up meetings to be co-ordinated by the senior officer to examine lessons learned.

• Debriefing of how the procedure was managed.

• Notes to be circulated to all concerned.

• All actions to be recorded.

• Councillors, The Leader, Portfolio Holder and Chief Executive to be informed by the LA Officer.

• All action taken by individuals must be recorded and circulated to all concerned and co-ordinated by Senior Officer.
APPENDIX 5 Bomb Threats/Hoax Calls

Advice to leaders of schools for Reviewing Protective Security

There is no change to the UK terrorist threat level, which remains at **SEVERE**; meaning an attack is highly likely.

Following a series of malicious hoax communications to schools across the UK it important that you are alert, **but not alarmed.** This is an opportunity for you to review your security plans to confirm that the arrangements you should already have in place are still current and have been tested to ensure staff and students are prepared and confident.

**Bomb threats:** Most bomb threats are made over the phone or via email and the overwhelming majority are hoaxes, often the work of malicious jokers, although terrorists do make hoax calls, both with the intent of causing alarm and disruption. Any hoax is a crime and, no matter how ridiculous or unconvincing, must be reported to the police.

**Sources of threat**

**Telephone calls**
The most common form of notification of a bomb is that of a telephone call from the organisation concerned. If the School receives such a call then the Immediate Actions listed below should be carried out.

**Packages**
Causes for concern could be packages delivered to the School. See Annex A for Aids to Detection. Equally unidentified packages left on the premises may give cause for concern. In all cases staff should not hesitate to question why the package is there and should equally not hesitate to carry out the Immediate Actions if their concerns are not IMMEDIATELY allayed.

**Vehicle bombs**
It is highly unlikely that a car or other vehicle bomb would be used against a target such as Hinguar Primary School and Nursery, but in such an event the Police should be notified immediately. Details required by the Police will include the registration number and description of the vehicle.

**Threatening e-mail**
Once a threatening e-mail has been received by any member of staff they are to contact immediately the headteacher or in her absence the acting deputy headteacher. At no point is the e-mail to be forwarded or printed off. Whilst waiting for response to the e-mail from headteacher the member of staff should remain with the e-mail page and record any e-mails from the sender.

The police will be contacted by the headteacher to assess whether this is an individual target or national or local hoax.

Calls may be of two kinds:
- Hoax threats designed to disrupt, test reactions or divert attention
- Threats warning of a genuine device – These may be attempts to avoid casualties or enable the terrorist to blame others if there are casualties. However genuine threats can provide inaccurate information about where and when a device might explode.
Base bomb threat procedures on the following principles:

- Ensure that all staff who could conceivably receive a bomb threat is trained in handling procedures or have ready access to instructions.
- Even though staff may be unable to assess a threat’s accuracy or origin, their impressions of the caller could be important. A bomb threat recording checklist to be kept at all office telephone points for ease of access.

Procedures for handling bomb threats.

1. Stay calm and listen.
2. Obtain as much information as possible – try to get the caller to be precise about the location and timing of the alleged bomb and whom they represent. If possible, keep the caller talking.
3. When the caller rings off, dial 1471 (if that facility operates and you have no automatic number display) to see if you can get their number.
4. Immediately report the incident to a member of the senior leadership team. (If all absent refer matter to Business Manager) the senior leader will decide on the best course of action and decide who to notify the police.

On dialling 999 the police will respond. The senior leadership team will always consider police advice before a decision is taken to close or evacuate. The senior leadership will draw up a clear list of actions to follow upon receipt of a call: in accordance of the school’s critical incident policy and procedures.

5. If you cannot get hold of anyone, and 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.
6. If you have not been able to record the call, make notes for the security staff or police. Do not leave your post – unless ordered to evacuate – until the police or security arrive.

NaCTSO Guidance Note 1/2016

Yesterday there were a series of malicious hoax communications to schools across the country.
Three schools in Essex were affected. At this stage there is no information to suggest that the incidents were terrorist-related but enquiries are continuing to establish the facts.
We take these hoaxes extremely seriously. They cause disruption and alarm to those organisations who receive the calls and alarm to the general public. They also divert our own resources.
Any school that receives a call is asked to follow their own established evacuation procedures, contacting us for advice immediately.
We appreciate the need to advise parents of incidents to alleviate their concerns but we do try not to put details of malicious hoax calls into the public arena, especially social media. It can encourage more or copycat incidents. Your support in this is appreciated.

If you are pushed to provide information we would ask that you use a statement along these lines and issue to parents via hard copy letter or email and not via social media.

“A threatening call was made to the school today and as a precaution children were evacuated. Police have been made aware and attended our school. The call is being treated as a hoax and is being thoroughly investigated.”
Actions to be taken on receipt of a bomb threat:
- Switch on recorder/voicemail (if connected)
- Tell the caller which town/district you are answering from
- Record the exact wording of the threat:

Ask the following questions:
- Where is the bomb right now?
- When is it going to explode?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Did you place the bomb?
- Why?
- What is your name?
- What is your address?
- What is your telephone number?

Record time call completed:
- Where automatic number reveal equipment is available, record number shown:

- Inform the Security Co-ordinator of name and telephone number of the person informed:

- Contact the police on 999. Time informed:

The following part should be completed once the caller has hung up and the Security Co-ordinator and the police have been informed.
- Time and date of call:
- Length of call:
- Number at which the call was received (i.e. your extension number):

About the caller
- Sex of caller:
- Age:
- Nationality:
Language
- Well spoken
- Irrational
- Taped message
- Offensive
- Incoherent
- Message read by threat-maker

Caller’s voice
- Calm
- Crying
- Clearing throat
- Angry
- Nasal
- Slurred
- Excited
- Stutter
- Disguised
- Slow
- Lisp
- Accent
  - Type of accent
  - Rapid
  - Deep
  - Hoarse
  - Laughter
  - Familiar

If so, whose voice did it sound like?

Background sounds
- Street noises
- House noises
- Animal noises
- Crockery
- Motor
- Clear
- Voice
- Static
- PA system
- Booth
- Music
- Factory machinery
- Office machinery
- Other (specify)

Other remarks

Signature:
Date:
Print name:
Annex A

Dealing with suspect packages and vehicles

If you are suspicious – DO NOT TOUCH OR HANDLE THE PACKAGE IN ANY WAY. Unfortunately, it is often the touch or feel of the package that gives rise to suspicion. If you have inadvertently picked up the package, place it gently onto a firm surface where it can be clearly seen by Bomb Disposal Officers and LEAVE THE ROOM IMMEDIATELY.

When contacting the Police tell them:
  • Who you are and your job title
  • Where you are calling from and the phone number
  • Why you are calling
  • Where the package is (details of location) and why you are suspicious of it
  • Package size/bulk, appearance, smell and greasy marks, visible features (wires etc), address to?, postmark
  • Is recipient a likely target
  • When was the package found, and was any warning given
  • Who found it
  • What precautions are being taken

Remember where the package is because the Police will want to examine the package, even if only from a distance.

Aids to Detection
A list of pointers to look for in determining whether a package or letter is suspect include:

a) Excessive Wrapping The bomber will want to ensure that the device arrives at its intended destination intact and undamaged. Excessive sticky tape, string and padding may be used to achieve this.

b) Gummed Flap Completely Stuck Down To ensure that the package does not open accidentally in transit, the gummed flap on the envelope, usually only partially stuck down, may be completely stuck down so that there is no un-gummed gap at the sides.

c) Stiffness A letter device requires a solid (i.e. stiff) base on which to mount the components (i.e. battery, detonator, circuitry etc.) Note: items must not be rattled or flexed if thought suspicious.

d) A Second Envelope Attempts to bypass the screening system may be made by the use of a second envelope, which is tightly taped or tied with string, and addressed personally to the intended victim.

e) Heavy/Lopsided The components of devices (e.g. batteries, explosive) are often quite unexpectedly heavy. They can be unevenly distributed which can make the package lopsided.

f) Un-typed Address It is unusual for envelopes or packages containing official or business mail to be un-typed, particularly if block capitals are used.

g) Foreign Style or Layout Some foreigners write with a distinctive style, particularly if their native language, such as Arabic, does not use the Roman alphabet. In some countries it is the practice to write addresses in a different order – e.g. the name of the town is put above the street name and the number of the house or flat appears at the end of the line.
h) “Letraset” or “Unistencil” People who cannot type or do not have access to a typewriter and wish to conceal their identity sometimes use these.

i) Excessive Postage A bomber will want to ensure that a device sent by post will not be held up by the Royal Mail or, worse still, rejected by the recipient because insufficient postage has been used. Therefore, to avoid going to a Post Office to obtain the correct postage (an action which might subsequently result in his being identified), he may use an excessive amount of postage. Extravagance of this sort is unusual with Government Departments and commercial organisations.

j) Errors in Address Bombers often do not have accurate details of the names, titles, appointments, honours and addresses of their targets. Bad spelling is also common.

k) Unusual Postmark Devices are often sent from foreign countries and places in the UK, which fall outside the areas from which mail is normally received.

l) Franking and Stamp Incompatible Sometimes packages with stamps from other parts of the UK or even foreign countries are posted in England and therefore bear franking which does not correspond to the stamp’s place of origin.

m) Protruding Wire or Tinfoil It is possible that a piece of protruding electric wire or tinfoil from an Improvised Explosive Device will have pierced the wrapping in transit and is visible.

n) Grease Marks If not properly wrapped in a greaseproof wrapping, some types of explosive exude a liquid or vapour, which can appear as a grease mark on the outside of the package.

o) Pinhole in the Wrapping Some devices are armed after the package has been sealed. This can leave a small hole in the wrapping through which the arming wire has been pulled.

p) Strange Odour Some explosives give off an unusual odour, which can often be smelt by sniffing the outer wrapping of the package. Some explosives smell like almonds or marzipan.

**Evacuation of the building if required**

When moving the children into the safe areas, try to minimise exposure by moving along a route, which does not go past the package. Any bomb involving a vehicle would cause a huge explosion and the only safe distance from such a device is the maximum that can be obtained. Moving the children into Gunners Park and headquarters as Uncle Tom’s Cabin.