

# Responding to Critical Incidents

including school closure at short notice

**Schools Intervention Service**

Guidance for Cambridgeshire Schools



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# Critical Incidents Defined

## The Cambridgeshire Context

What do we mean by a critical incident?

**“A critical incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within a school community and which overwhelms the normal coping capacity of that school”.**

Such incidents will usually require the assistance of the emergency services and /or Cambridgeshire County Council and others.

The incident or event may be unanticipated, imminent or in progress. It may occur on school property, in the local community or out of school. Examples include

- Arson/fire or laboratory or gas explosion
- Public health threats such as Pandemic Influenza
- Pupil sudden death or suicide
- Sudden death of a staff member
- Abduction/disappearance
- Floods
- An external security risk or incident requiring the lockdown of the school premises
- An incident which affects access to the school
- An incident off site whilst members of the school community are on a school visit
- A major incident on the school site
- An environmental incident, for example, the release of hazardous substances or severe weather
- Bomb threat or explosion
- A deliberate act of violence, such as the use of a knife or firearm on site
- Civil disturbances and terrorism
- A transport related incident

While it is hoped that none of these incidents will occur it is important that schools should be prepared for any eventuality. In recent years, Cambridgeshire schools have had to respond to major incidents including building fires, lockdown because of an armed adult in the local vicinity, a bomb scare requiring evacuation and a coach crash on a school trip.

Schools should therefore be proactive and develop a Critical Incident Plan to cover all eventualities. The intention of this document is to provide guidance for school managers and governors who have a responsibility to plan for serious incidents. It offers advice on what to include in a school critical incident plan, which should guide the actions of those responsible if an emergency occurs.

The general guidance can be applied to all schools, but each school will need to make additional arrangements to reflect the needs of their context and their pupils.

Schools will need to consider their response to a situation

- Immediately
- In the medium term
- In the long term as the situation returns to normal

## Non Critical Incidents

Some incidents might be non-critical and examples include:

- Death of a person associated with the school
- Lower scale health issues
- External incident requiring enhanced awareness
- Short term loss of staff or infrastructure
- Expected death of a pupil or member of staff

**Please note that in the event of being notified of an unexpected death you must notify your Education Adviser as soon as possible as they will initiate the 'Child Death Protocol' to alert relevant colleagues.**

Although not critical, schools may still wish to contact their Education Adviser to discuss intended responses.

If in doubt it is better to consult with your Education Adviser.

This guidance is designed to support schools in developing a structured and staged approach to critical incidents and in developing their individual Critical Incident Plan. It includes a range of contact numbers for Local Authority personnel and a range of templates and examples that you may find useful in your planning.

Schools may also have to close at short notice due to a non-critical incident. Guidance on such unexpected and unplanned closures is also included in this document.

It is not a statutory requirement to have a Critical Incident Plan, but in order to be prepared for the unexpected, Cambridgeshire County Council strongly recommends that all schools have an up to date plan in place. If you would like any support or guidance when preparing your plan, please contact:

**Chris Meddle**

*Education Adviser*

01223 703564

[chris.meddle@cambridgeshire.gov.uk](mailto:chris.meddle@cambridgeshire.gov.uk)

# What can schools do to prepare for the unexpected?

## Identify a Critical Incident Management Team (CIMT)

This is the group that will lead, in the event of a critical incident. In most schools the CIMT is the Senior Leadership Team with appropriate co-opted members. This reduces confusion as to who is in charge during an emergency.

The CIMT must include non-teaching staff. Governors may be included if it is felt appropriate and they can contribute in the early stages. Teams should also be aware of substitution arrangements and what to do out of hours or during the school holidays.

Schools must ensure that all staff are aware of the CIMT and its members roles.

The CIMT members should have clearly identified and agreed roles and responsibilities

These should include:

- Manager to lead on site
- Point of contact for the emergency services, the Local Authority, media, insurance, Chair of Governors and other appropriate outside agencies
- Responsibility for obtaining and collating key information and contacting parents and carers of those involved
- Liaison with staff, pupils and parents
- Managing telephone contacts and individuals coming into the school
- Co-ordinating a record of contacts and logging significant actions
- Maintaining the normal running of the school, if appropriate

People named in the plan with specific responsibilities including the CIMT should provide a 24 hour contact telephone number and arrangements should be made for business continuity during school holidays when named individuals may be away.

Design a plan to meet the needs of your school and its site users and establish a systematic mechanism to implement your plans and advise all parties.

In producing a plan you should identify the range of crises or incidents that could affect your school. If your school is near to an industrial site, for example, this may include the need to evacuate or contain students and staff at short notice.

- It should be simple and straightforward to operate
- All staff **must** be familiar with it
- It should list staff mobile telephone numbers and the plan should include cascade arrangements to contact every member of staff.
- It must include contact details for all outside agencies, including out of hours numbers where appropriate.
- Arrangements should be in place for an independent outgoing phone line.
- It should be appropriately **practised** and regularly **reviewed** under a range of on-site and off-site scenarios.
- Information should be **updated** systematically and communicated to staff.
- A copy must be taken on all school visits along with specific and associated documentation.

- It should be held safely in duplicate copy off-site in the event of a fire/flood. More than one member of the CIMT should hold an updated off-site copy.
- The plan should identify alternative facilities should the school become untenable for whatever reason. This facility may be a school, a County Council or community building in the vicinity of the school.
- This facility should, at the very least, provide an administration base as a bare minimum for business continuity. Facilities for teaching may not be available and assistance would be available from the Local Authority.
- Staff with up to date first aid qualifications should be identified.
- Do remember that some incidents may require a lockdown of the school, **so you must ensure that the plan does not just focus on evacuation.**
- Identify contact/rendezvous points and emergency assembly areas.
- Outline and practice lockdown arrangements/invacuation/return to base.
- The plan should take into account that some incidents may run for days so plan for standby and roster arrangements. Ensure that planning includes a consideration of the medium and long term actions required after the immediate conclusion of an incident.

A resource kit should be prepared in advance and maintained in a “grab pack” for immediate use, such as site plans, contact lists (staff, governors, pupils and external contacts including your education adviser), include key holders (internal and external), emergency contacts, incident recording sheets, stationery, charged mobile phone.

Ensure all communication systems and procedures are in place, known to staff and kept up to date.

**A checklist to help you collate information and put your plan together is included as Appendix 2 in this guidance.**

# External Contacts

This guidance is designed to support schools in developing a structured and staged approach to critical incidents and in developing their individual Critical Incident Plan. It includes a range of contact numbers for Local Authority personnel and a range of templates and examples that you may find useful in your planning.

The initial contact should be made to your Education Adviser. The table includes their work and out of hours numbers and other Local Authority staff you may find useful. The Education Adviser will make contact for you with the Emergency Planning Team and agree to contact other Local Authority colleagues who can help and assist.

<i>Name</i>	<i>Title</i>	<i>Telephone number</i>
Janet Copeland	Education Adviser – Huntingdonshire	01223 703562 07768099930
Chris Meddle	Education Adviser – Cambridge City & South Cambs	01223 703564 07798 571179
Paul Walker	Education Adviser – East Cambs & Fenland	01223 715956 07881 823790
Carol Peel	Governance Adviser	01223 715320
	Information Governance Officer	01223 728397
	Education Child Protection Service Helpline	01223 713800 03450455200
CREDS	CREDS Manager	01223 729006
Karen Beaton	Behaviour and Attendance Manager	01223 715577
Carol Way	County Inclusion Manager	01480 376302
Sue Eagle	Social & Education Transport Manager	07769742160
Martin Kemp	Transport Quality Manager	01223 715605
Mark Joshi	Manager Admissions and Transport	01223 728182
Annabel Talbot	Bereavement	01480 376256
Simon Cobby	Communications Manager	01223 699281
Stephen Brown	Outdoor Education Advisory Service	01480 379677
Stuart Wood	Health and Safety	01223 699122
Stewart Thomas	Emergency Planning Manager	01223 727944

Many schools now have contracts with a variety of organisations within and beyond the Local Authority. It may be helpful to add in here your school's internal and external contacts. You will also have school contacts that you may wish to add

<i>Name</i>	<i>Title</i>	<i>Telephone number</i>
	Education Psychologist	
	Health & Safety	
	IT Support	
	Legal	
	Locality Manager	
	Property Adviser	
	Chair of Governors	
	Site Manager	
	Counselling Services	
	School transport contractors	

# School closure at short notice or as a result of unforeseen circumstances

As part of the preparation for unforeseen closure schools are advised to keep a resource kit or grab pack of up-to-date crucial records, addresses and contact numbers off-site.

## Examples of events covered by the guidance

### Storms

Winds forecast in excess of 70mph or storm force 8 could represent a potential danger to some buildings, trees, other structures and people.

- The Meteorological Office provides a regional weather forecast • Email: [www.metoffice.com](http://www.metoffice.com)
- Safety of pupils, staff and visitors take priority. Lessons may need to be disrupted and school movement kept to a minimum. This could be achieved by the use of an 'emergency timetable' in secondary schools.
- Consideration needs to be given to movement outside of school buildings due to the risk of falling tiles, masonry, fencing and other moveable or structural objects.
- It is likely to be necessary to cancel outside activities and other events such as school trips. Consideration must be given to the likelihood of pupils being blown off their feet.
- Pupils should not be allowed to cycle home – parents would need to be advised over this possibility.
- Advice may also be needed about the use of school buses.

**Schools would need, as part of their emergency plan, to undertake a risk assessment of the site, identifying 'safe' areas.**

### Floods

Flooding may result in local problems within school, making some rooms unuseable. However, of greater significance in terms of health and safety is the potential impact on transport arrangements (see the section headed 'Communication' below).

### Cold Weather

**This may be a problem due to the low temperature in some buildings or may be complicated by heavy snowfalls making access, and movement on site, difficult or dangerous.**

- If there is a breakdown which puts the heating system out of action for any length of time consideration needs to be given as to whether the building can be heated with emergency heating and continue to be used.
- Any plans to provide emergency heating, including how this can be obtained and where it can be safely deployed, should be outlined as part of the emergency plan. The LA does not have access to such resources and planning for sourcing heating should be discussed with your property adviser.
- Adverse weather conditions may result in difficulties for some staff in reaching school resulting in pupil supervision issues. In such circumstances, the overriding priority will be the safety of pupils.

## Disruption to the school's water supply

Provided sufficient notice that the water supply is to be disconnected is received, it will be possible to make a decision on whether or not to keep the school open. This decision should be based upon

- the duration of the disruption;
- the capacity of the water storage tanks which will generally enable toilets to be flushed.

If you are unsure of the water storage capacity of your water tanks, you should seek clarification from your property adviser.

Occasionally disruption occurs without warning and your emergency plan should help you decide on the appropriate action.

## Short notice closure prior to the start of the school day

In certain situations, it may be appropriate in advance to decide that the school should not open. This will generally be as a result of a difficulty where there is advance notice. This could include a planned disruption to water or energy supplies. In such cases, parents should be given as much notice as possible and informed of either a confirmed date when the school will re-open or advised on how this will be communicated. Many schools use a form of parent mail or a text message system.

In other situations, weather conditions may worsen dramatically overnight. In such circumstances it will be important that decisions over closure reflect

- Local intelligence over the weather conditions in the school's catchment area
- The likelihood of a sufficient number of staff being able to reach school to make it safe to operate
- The timing of any decision, taking account of the travel arrangements of the pupils, such as school buses in rural areas
- It is a good planning to analyse in advance, staff journey to work patterns.

When the Headteacher decides, in consultation with the Chair of Governors as appropriate, that severe weather warrants school closure, the Headteacher should:

- a) Inform staff, using a cascade system
- b) Inform parents, using an appropriate system including the local media. The LA will provide schools each year with contact details for local radio stations in the autumn term
- c) Inform any transport contractor who might otherwise collect children and bring them to school;
- d) Inform the Education Adviser for the school if you are a maintained school
- e) Inform the Chair of Governors as soon as is practicable (If the Chair was not involved in the decision making process)
- f) Wherever possible, ensure that those staff who can be at the school to inform any parents or children who may not have received the closure message
- g) It is also helpful if academies can inform their Education Adviser, so that the County Council can keep the wider Cambridgeshire community informed.

The implications of all of this are that it is especially important that all parents are aware (and reminded from time to time) of the arrangements that will be used to inform them of short notice closure. In the confusion that often accompanies unexpected severe weather, it will be important to minimise the risk of unaccompanied children being stranded at bus pick-up points and being unable to return home if parents have left for work.

**The Local Authority will issue annual guidance to all schools in Cambridgeshire, outlining radio station contact details and providing an identifying password. The guidance will also remind schools how to contact the LA so that the wider Cambridgeshire community can be kept fully informed.**

## **Sending pupils home early**

In some exceptional circumstances, a review of the local situation may lead a Headteacher to decide that the school, or part of the school, should be closed early. Such a decision should not be taken without first consulting appropriate persons, including the Chair of Governors and, if the LA maintains the school, the school Education Adviser. Such temporary and emergency closures do not count against the requirement for a school in the maintained sector to meet the minimum number of sessions each year.

A number of factors need to be considered in making this decision including

- It may often be safer to keep pupils in certain parts of the school rather than send them home early
- There are many communication difficulties associated with contacting a large number of parents, especially during the day
- Transport and school meal arrangements are often difficult to change at short notice
- Any decision over sending pupils home early must also include an informed assessment over their safety. This will need to reflect their age and any special educational needs and disability of the pupils.

## **Communication**

- Staff, pupils and parents need to be made aware in advance of contingency arrangements.
- It may be useful to include the emergency arrangements on the school website.
- It may also be useful, as part of your contingency plan, to establish a parent network with key parents in different parts of the network agreeing to pass on information to named others (cascades). Websites could be used to inform and update parents and a recorded message could be placed on an answer phone. A staff communication 'cascade' may be helpful to inform members of staff if school is closed before the start of the day.
- Any alteration to travel arrangements of children need to be monitored and parents must be fully informed if children are to arrive home early.

Contact must be made with the transport operator direct. In case of difficulties contact:

Martin Kemp      01223 715605  
Sue Eagle          01223 715598

- In relation to school meals, consideration should be given to the impact on the school's catering arrangements and the entitlement of some pupils to free school meals if pupils are on site for part of the day.

**If the service is provided by Cambridgeshire Catering Services (CCS) contact should be made as soon as possible with your catering manager, or CCS Headquarters. Contact numbers for your area team should be held in your contingency plan.**

The number for CCS headquarters is 01223 706300

CCS has emergency plans in place to provide meals to pupils where there are disruptions to services and utilities and aims to ensure continuity of service as a priority.

In the event of such disruption CCS can make arrangements for either emergency/ simple meals prepared on site, or alternatively, can arrange for meals to be transported from other schools.

Please make contact with CCS before making a decision not to provide a meals service.

If the school has made other arrangements for the provision of school meals you will obviously hold discussions with your contractor.

### **Responsibility to the wider community**

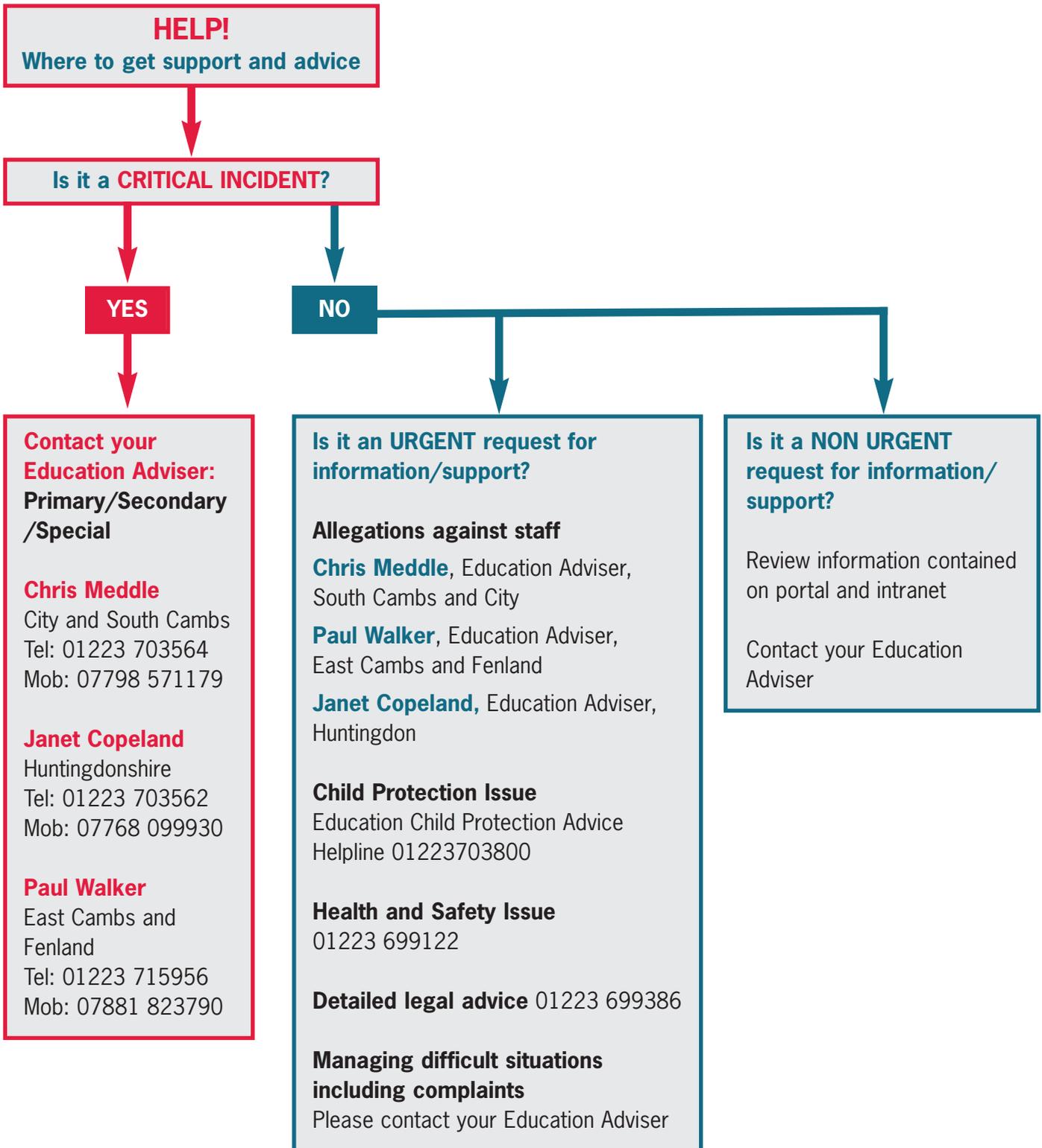
In the event of a maintained school closure for any reason the Education Adviser for your school should be informed. It is also helpful if academies can inform their area Education Adviser, so that information can be communicated to the wider Cambridgeshire community, as it still expects the LA to know which schools are closed.

### **School closure for any other reason**

Parents can reasonably expect schools to maintain their normal hours on each of the 190 days that schools are open, unless adverse weather or other emergency makes this impracticable for one or more sessions. Under any such exceptional circumstances the Headteacher of a maintained school will need to liaise with the Education Adviser for the school.

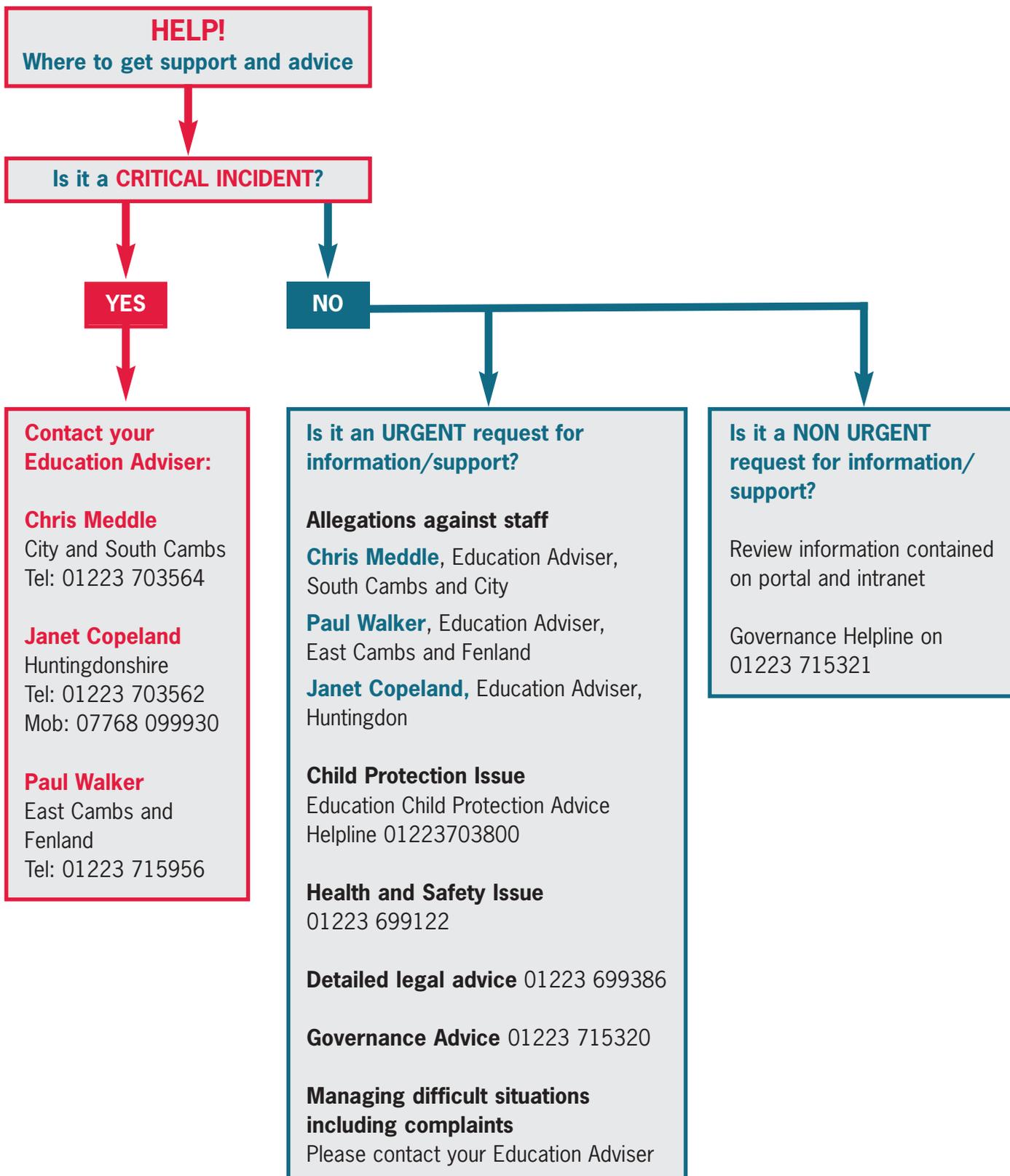
School closure decisions rest with the Headteacher, but your Education Adviser will be happy to discuss the matter with you. Please remember the impact that closure will have on parents and the knock on effect to their employers and the functioning of services throughout Cambridgeshire when making your decision.

# Where to get advice and support



# Chair of Governors

## Where to get advice and support



## Appendix 1 SUPPORT GUIDANCE MATERIALS

### Template for responding to a critical incident – issues requiring immediate action

Action Point	Guidance Note	CIMT Action	Personnel Involved	Done	Who by	Time	Comment
1. Gather information	<ul style="list-style-type: none"> <li>• What happened/where/when.</li> <li>• How many involved; who are they?</li> <li>• Name and contact numbers of adults at location of incident.</li> <li>• Details and location of injured (severity, name of injured and supervising adult(s) name(s) /contact number).</li> <li>• Details and location of non-injured names, and supervising adult(s) name(s) /contact number.</li> <li>• Has anyone else been informed e.g. Emergency Services, Education Adviser (what were they told?).</li> <li>• Ensure Education Adviser/LA and Chair of Governors are informed.</li> </ul>						
2. Call a meeting of the Critical Incident Management Team (CIMT) for briefing	<ul style="list-style-type: none"> <li>• Assign tasks and ensure each individual knows what is expected and logs their action on a central log of events record sheet.</li> <li>• Consider whether you may need to close the school.</li> <li>• Identify a member of CIMT as the person to co-ordinate information.</li> <li>• Consider communication to school staff/pupils/community.</li> </ul>						
3. Establish a base for CIMT (this may be off school site) to operate with dedicated phone use	<ul style="list-style-type: none"> <li>• CIMT to agree a statement for all incoming calls, which can be managed by properly briefed staff or via informative answer phone messages where not all school lines can be operated personally (e.g. after school hours).</li> <li>• CIMT to brief personnel having direct links with public/media (factual brief statements only). (Discourage any speculative discussion; route all press enquiries to County Press Office in the case of a serious incident).</li> <li>• Establish press release in conjunction with the County Council Press Office.</li> <li>• Ensure telephone line(s) or mobile phones for outgoing calls available.</li> <li>• Action the 'telephone cascade' for staff and governors (where appropriate) to keep information flow fast and accurate.</li> </ul>						

## Appendix 1 SUPPORT GUIDANCE MATERIALS

### Communication

Action Point	Guidance Note	CIMT Action	Personnel Involved	Done	Who by	Time	Comment
Contact families whose relatives (children and adults) are or may be involved	<ul style="list-style-type: none"> <li>Should be done quickly and with great sensitivity, preferably by a CIMT member – but remember it is the responsibility of the police to notify next of kin in the event of a death.</li> <li>Consistency of information is essential, therefore use agreed statement and most up-to-date information from your contact adult on the site.</li> <li>Try not to leave messages or use extended chains of communication.</li> <li>Establish a reception base for concerned relatives coming to the school.</li> <li>Think carefully about the siting of this base (access phone/internet etc.).</li> <li>Ensure people who can comfort and inform relatives staff this. Maintain direct contact with this base.</li> </ul>						
Prepare general information for all parents/staff/governors	<ul style="list-style-type: none"> <li>If you have concerns about issues of legal liability or the likelihood of police action, any further information should be drafted with the help of the appropriate Education Adviser. S/he can check with relevant agencies before letters are issued to the wider school community.</li> <li>Information should be simple, factual, express sympathy, concern, and should indicate when further information may be offered.</li> </ul>						
Briefing school staff and governors	<ul style="list-style-type: none"> <li>Ensure CIMT have a schedule to brief staff on a regular basis.</li> <li>Ensure all staff (teaching and non-teaching) and governors are discouraged from speaking to the media. This responsibility should be referred to a named person in the team and/or the County Press Office.</li> </ul>						
Briefing pupils	<ul style="list-style-type: none"> <li>Usually best managed in class or tutor groups by adults best known to the pupils. The agreed statement can then be delivered in a way that is age-appropriate to the group.</li> <li>A large gathering can generate hysteria, which can become a management problem in itself.</li> </ul>						

## Appendix 1 SUPPORT GUIDANCE MATERIALS

### Issues to be dealt with as soon as possible

Action Point	Guidance Note	CIMT Action	Personnel Involved	Done	Who by	Time	Comment
1. Ensure continuing support for needs of pupils, staff and relatives of those involved in the incident is planned	<ul style="list-style-type: none"> <li>• A member of CIMT is identified as having responsibility for ensuring continuing support.</li> <li>• Your Education Adviser may have mobilised help from a variety of agencies able to offer support and counselling to those immediately affected:               <ul style="list-style-type: none"> <li>– Educational psychologists</li> <li>– Experienced counsellors</li> <li>– Social Workers</li> <li>– Child protection staff</li> <li>– Emergency Planning team</li> </ul> </li> <li>• You need to discuss likely continuing needs with relevant professional staff. Local religious communities may be able to contribute or take a lead in providing a longer-term focus for support.</li> <li>• You may want to make a detailed plan of who can offer types of support and for how long this can be continued.</li> </ul>						
2. Provide a focus for expressions of sympathy if appropriate. Refer to Bereavement Guidance in Managing Cambridge Schools (October 2006) for more detailed information	<ul style="list-style-type: none"> <li>• You may wish to place a table in the foyer or a vase of flowers, with a book for tributes/condolences. Sufficient space for items of remembrance may be helpful – the public and the school community may wish to place flowers or other tributes which can block fire exits or emergency service access points if not managed.</li> <li>• It may be more appropriate to negotiate a location away from school, i.e. church or public building.</li> </ul>						
3. Further information Bulletin	<ul style="list-style-type: none"> <li>• In your statements to the press and letters to the wider school community, you should indicate when you expect to be able to give more information. Try to honour this even if the update is very limited. You will create tension or possibly aggravate recipients of your information if your timescales are not adhered to.</li> <li>• Clear your letters and statements with the County Press Officer and Police if necessary.</li> </ul>						

## Appendix 1 SUPPORT GUIDANCE MATERIALS

### Supporting people involved – action extending over time and into the recovery phase

Action Point	Guidance Note	CIMT Action	Personnel Involved	Done	Who by	Time	Comment
1. Share information and advice about what has happened (this will apply immediately but will continue)	<ul style="list-style-type: none"> <li>All staff will need information about what has happened.</li> <li>Staff should be advised about how to talk to and support children.</li> <li>Information should be provided for staff on counselling available to pupils and to themselves.</li> <li>Parents may need information and advice on supporting and getting help for their children.</li> </ul>						
2. Acknowledge the consequences of the event on the school's community, their reactions and feelings	<ul style="list-style-type: none"> <li>The incident may cause stress throughout the school.</li> <li>Acknowledge openly that the incident may affect people (children and adults) emotionally in different ways and at different times.</li> <li>Recognise that the behaviour, concentration and performance of children and adults may change.</li> <li>Recognise that not all staff will feel able to support others.</li> <li>Be aware of staff who are taking the brunt of supporting others, and ensure that they, too, receive support.</li> </ul>						
3. Provide opportunities for pupils and staff to express personal reactions (immediate and continuing need)	<ul style="list-style-type: none"> <li>Pupils should be encouraged to talk about their feelings in class, smaller groups, or individually, with active listening.</li> <li>Some pupils may show signs of needing support beyond the staff's competence or confidence. Extended counselling should be identified (with parental permission).</li> <li>Staff closely affected by the event should have opportunities for debriefing and counselling if they require it.</li> <li>Staff responsible for managing the critical incident should be offered supervision and relief.</li> <li>Some adults and children may need therapeutic help for an extended period after the event.</li> </ul>						

## Appendix 1 SUPPORT GUIDANCE MATERIALS

### Supporting people involved – action extending over time and into the recovery phase

Action Point	Guidance Note	CIMT Action	Personnel Involved	Done	Who by	Time	Comment
4. Consider the overall response of the school	<p>The CIMT may need to consider:</p> <ul style="list-style-type: none"> <li>• Attendance at a funeral. (It will not normally be appropriate to close the school.) Discuss attendance with the Education Officer.</li> <li>• Visit(s) of staff/children to hospital.</li> <li>• Expressions of sympathy to families affected.</li> <li>• An assembly or service to mark the event.</li> <li>• A memorial in the school or school grounds. It is advisable to consider this carefully and ensure full consultation with all parties.</li> </ul>						
5. Re-establishing normal routines	<ul style="list-style-type: none"> <li>• Normal routines should be established as soon as possible as these provide security and stability at a time of stress and/or emotional upheaval.</li> <li>• Bear in mind the need to create time and space for thinking and grieving about the event.</li> <li>• Pupils should be encouraged to resume normal attendance.</li> <li>• Children who cannot attend school due to injury or distress may need other ways of maintaining the contact with the school and school personnel.</li> <li>• Consider how/when personal effects of deceased pupils should be removed.</li> </ul>						

## Appendix 2 CRITICAL INCIDENT PREPARATION CHECKLIST

- Coding:**
- A** In place
  - B** Still needs to be done
  - C** Not relevant

### Up-to-date information about:

Code

Pupil/staff, Governor, Key Holder emergency contact details.	<input type="checkbox"/>
LA emergency contact numbers including your <b>Education Adviser School or LA press officer contact details.</b>	<input type="checkbox"/>
Education Transport / bus / coach / taxi lists.	<input type="checkbox"/>
Emergency supply teachers / support list.	<input type="checkbox"/>
Information sheet about the school.	<input type="checkbox"/>
Up-to-date site plan.	<input type="checkbox"/>
Pupil/staff movement data (timetables / registration – who is where and when) (include sickness / day-leave rota and list of where CIMT members are during holidays).	<input type="checkbox"/>
People, groups or organisations that visit or use the school and would need to be informed.	<input type="checkbox"/>
People and groups used by the school, e.g. suppliers and contractors.	<input type="checkbox"/>
Premises and sites plan of the school including critical locations, e.g. chemical storage, key salvage priorities, gas, electric and water mains control positions.	<input type="checkbox"/>
School bank details, account number and sort code.	<input type="checkbox"/>
Location of keys to classrooms, minibus, school safe etc.	<input type="checkbox"/>
Copy of Hazard Register and appropriate risk assessments.	<input type="checkbox"/>
Server back-up disks for all administration and student records.	<input type="checkbox"/>
Educational Visits – details of names, location, significant medical information and contact details relating to all pupils and staff off-site.	<input type="checkbox"/>
First Aider list.	<input type="checkbox"/>
List of vulnerable pupils and others with significant medical needs.	<input type="checkbox"/>
Evolve database login details (school trips).	<input type="checkbox"/>
Evacuation and lockdown/invacuation/return to base procedures – known, visible and practised.	<input type="checkbox"/>
Telephone lines – private, mobile, emergency access.	<input type="checkbox"/>
Small room / quiet area identified for Police statements, counselling or interviews.	<input type="checkbox"/>
Plan for possible off-site location.	<input type="checkbox"/>

**Management support:**

Code

Access to qualified first-aiders.

Screening of entrances / exits – siting of the identified emergency office.

Instant assemblies to release teaching staff.

Knowledge of resources available to deal with the recovery phase.

Familiarisation with 'Managing Bereavement in Cambridgeshire Schools' and access to counselling services.

**School-specific information**

## Appendix 3 MANAGING CRITICAL INCIDENTS TIME PLAN

<i>Task</i>	<i>Time Scale</i>
Obtain as much factual information as possible at start of crisis.	<b>Immediate</b>
Alert Headteacher or designated substitute. Headteacher to alert the CIMT, Education Adviser/LA.	<b>Immediate</b>
Convene meeting of the Critical Incident Management Team.	<b>Immediate</b>
Start the incident log. Always keep a contemporary record of decision making to explain the context.	<b>Immediate</b>
Make arrangements for handling the media in liaison with Education Adviser and designated school media support.	<b>Immediate</b>
Carry out quick appreciation of immediate response required.	<b>Within first hour</b>
Select and set up control arrangements – decide roles and responsibilities of CIMT.	<b>Within first hour</b>
Communicate details of the incident to staff, pupils, governors and parents as appropriate.	<b>Within hours if practicable</b>
Inform pupils in a sensitive way – small groups if appropriate.	<b>Within hours if practicable</b>
Arrange a debriefing meeting for staff involved in incident.	<b>Before leaving school</b>
Arrange a debriefing for pupils involved in the incident.	<b>Before leaving school</b>
Even when the incident has ended, arrangements to return the school to normal could go on for some time.	
Facilitate support for high-risk pupils.	<b>Next few days, could go on longer</b>
Funerals, rituals and memorials. Consider arrangements following full consultation with all families/carers directly involved.	<b>Next few days</b>
Decide/agree a range of response and support measures. These have potential to run for many weeks or months after the critical incident has concluded.	<b>As soon as possible</b>
Suggested reading and other resources.	<b>As soon as possible</b>
Review and revise plans in light of experience.	<b>As soon as possible</b>

## Appendix 4 SCHOOL CRITICAL INCIDENT LOG (EXAMPLE)

INCIDENT: .....

Date/ Time	Details of Incident	Action Taken	By Whom

## Appendix 5 REFERENCES AND SUPPORT AGENCIES

If you have difficulty accessing any of the following reference materials, please contact the Educational Psychology Service who may be able to assist.

- **Loss, bereavement and critical incident resource pack**  
(2000) The Scottish Educational Psychology Development Programme.
- **Giving sorrow words**  
Managing bereavement in schools a resource manual (1998) S.Killick & S.Lindeman. INSET pack – has an accompanying video.
- **Safety and disaster management in schools and colleges** (1998) D. Kibble.
- **Dealing with disaster** (1994) HMSO Publications.
- **Wise before the Event** (1993) W.Yule & A.Gold. Calouste Gulbenkian Foundation.
- **Helping children cope with grief** (1998) R. Wells. Sheldon Press.
- **Death and loss: compassionate approaches in the classroom**  
(1995) O.Leaman. Cassell: studies in personal and social education.
- **Helping children to manage loss: positive strategies for renewal and growth**  
(1998) B. Mallon. Jessica Kingsley Publishers.
- **Coping with unhappy children**  
(1993) Ved Varma (Ed). Cassell: studies in personal and social education.
- **Children and bereavement, death & loss: what can the school do?**  
(1993) P. Wagner. National Association for Pastoral Care in Education.
- **Grief in children** (1990) A. Dyregrov. Jessica Kingsley Publishers.
- **The forgotten mourners**  
(1995) M.Pennells & M. and S. Smith. Jessica Kingsley Publishers.
- **Interventions with bereaved children**  
(1995) M.Pennells & M. and S. Smith (Ed). Jessica Kingsley Publishers.
- **Coping with disastrous events:** Kent County Council.
- **Critical incidents, a support framework for schools:** Norfolk Education Dept.

## Appendix 6 CHILDREN AND BEREAVEMENT: USEFUL HELPLINES, SUPPORT GROUPS AND AGENCIES

- **The compassionate friends.** National support group for families who experience bereavement. Will also offer resources 'on loan' to schools.  
Helpline: 08478 683313  
[www.allianceofhope.org](http://www.allianceofhope.org)
- **Cruse.** National organisation that supports the bereaved.  
Cambridge helpline: 01223 633536.  
[www.crusebereavementcare.org.uk](http://www.crusebereavementcare.org.uk)
- **Centre 33.** Voluntary organisation aimed specifically at 'young adults', defined as those under 26. Can provide information, counselling and support with bereavement & loss. Tel: 01223 316488.  
[www.centre33.org.uk](http://www.centre33.org.uk)
- **CAMHS.** Child and Adolescent Mental Health Services.  
Brookside Clinic, Cambridge 01223 746001  
Huntingdon 01480 415300  
Peterborough 01733 777939
- **Childline.** National helpline for children and young people experiencing distress.  
Emergency Helpline 0800 1111.
- **AICH.** Advice, Information, Counselling Huntingdonshire. A registered charity, which provides free, independent and confidential counselling to young people (aged 14 – 25) in the Huntingdon area: 01480 435061
- **The children's hospice for the eastern region:** Milton, Cambridge 01223 815100.
- **The Samaritans.** Tel: 08457909090  
[www.samaritans.org.uk](http://www.samaritans.org.uk)
- **Winston's Wish.** Provides support for bereaved children up to 18, plus their parents and carers.  
Family line: 084 5203 0405  
[www.winstonswish.org.uk](http://www.winstonswish.org.uk)
- **National Children's Bureau.**  
Tel: 020 7843 6000
- **The Refugee Council.**  
Tel: 020 7346 1134
- **The child bereavement trust.** Support and counselling for grieving families.  
Tel: 08000288840  
[www.childbereavement.org.uk](http://www.childbereavement.org.uk)
- **Marie Curie.**  
8 Wakeley Street, London, EC1V 7QE  
Tel: 08000 902309 [www.mariecurie.org.uk](http://www.mariecurie.org.uk)

## Notes

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