



# **Critical Incident Policy & Procedure**

**Incorporating:**

**School Closure  
Lockdown Procedure  
Fire Evacuation Procedure**

|                             |                                                |
|-----------------------------|------------------------------------------------|
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| <b>Reviewed by</b>          | Associate Deputy Headteacher – Quality of Care |
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# Critical Incident Policy

## Incorporating Lockdown, School Closure and Fire Evacuation Procedure

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### Introduction

It is the aim of Headlands School to protect the wellbeing of students and staff by providing a safe and nurturing environment. The school has taken a number of measures to create a supportive and caring ethos.

This policy takes into account the National Counter Terrorism Security Office (NaCTSO) Guidance Note 1/2015 - Developing Dynamic Lockdown Procedures. It covers the sort of threats that the school may potentially be subjected to, for example, aggressive or violent intruder, dangerous animals, chemical or environmental incident. However, where the school is subject to an aggressive terrorist incident (for example, armed attackers) and it is not safe to initiate any or part of this plan the basic stay safe principals of the RUN, HIDE, TELL must be followed.

The formulation of this plan is intended to provide the school with a structure for an immediate, effective and caring response to any disaster or major incident by formulating a Critical Incident Policy. This will minimise disruption to normal school activity and guide the School Management through the recovery process.

It is not possible to predict the exact type of disaster or incident, the Critical Incident Policy will provide clear, generic guidance to the management of the school in the event of an incident. Some actions and responsibilities will not apply in all situations.

The Critical Incident Policy aims to:

- Lay down a generic framework for each School Emergency Response Team member to follow in the event of an incident on the school site or neighbouring area.
- Highlight necessary communication paths.

It is important to note that the policy must be seen as 'live' and should be reviewed and updated regularly to preserve its validity and usefulness.

### Types of Incident

An incident can be defined as an unexpected event, which affects the school community and causes disruption on a scale which is beyond the normal capability of the school. Some events, which could trigger the implementation of this policy are:

- Serious injury or death of a child or school staff on school site during normal business hours.
- Severe weather conditions such as floods, heavy snow, storms and high winds.
- Fire
- Structural damage to the building.
- Lack of utilities.

- Medical epidemic, e.g. Covid19, flu, meningitis or other infectious diseases.
- The release of hazardous substances on or near the school premises.
- Abduction/Missing student.
- Violent intrusion, possibly involving firearms or explosives.

These events could occur within the school, during an educational visit or during an after school activity.

Following a critical incident, it is important to note that some involvement from support agencies and pastoral care may be necessary to help students and staff deal with the long-term and short-term effects of such incidents. Concerns should be notified to either Deputy Headteacher - Student Character for Student Welfare or Director of School Business Operations for staff welfare.

We must also remember that incidents can occur away from our school but still have serious implications for our school community:

- Any event listed above that has been witnessed by our students or staff.
- A serious incident or death involving family and friends of our students and staff.
- Serious incidents at nearby schools or in the local community.

In these situations, we need to remember that, although the Critical Incident Policy will not need to be implemented, some involvement from support agencies and pastoral care will be necessary to help students and staff deal with the long-term and short-term effects of such incidents.

### **School Closure**

The Executive Headteacher will make the decision to close the school and confirm this with the Director of Business Operations. The School Business Operations Officer will be informed and initiates the School Closure Procedure, which in turn informs all staff and parents of the decision. This is communicated by email, school website, social media, local radio websites and announcements.

All Line Managers must ensure staff under their management have received such information.

### **Emergency Response Team**

A School Emergency Response Team is essential to manage the aftermath of any incident. The Headlands School Emergency Response Team Headquarters will be located in the Head of School's office and consists of:

- Executive Headteacher - SBO
- Head of School - AST
- Associate Deputy Headteachers - AWO, BCO
- Assistant Headteachers - GRO, TRO, DST, IWA,
- Head of School ARC - SAB
- Director of Business Operations - SHL
- School Business Operations Officer - HKE
- IT Support Manager - SST
- Designated Safeguarding Team - F.WE, IWA, BCO,

The following responsibilities are allocated to the members of the Emergency Response Team, these responsibilities may need to be delegated in certain circumstances, depending on the staff available or nature of the event:

| Critical Incident - Roles & Responsibilities         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Executive Headteacher<br>(Executive Lockdown Leader) | <ul style="list-style-type: none"> <li>• Initiate Critical Incident Procedure</li> <li>• Gather members of the Emergency Response Team to HQ</li> <li>• Confirm Director of School Business Operations to inform Emergency Services</li> <li>• Confirm School Business Operations Officer to contact parents via Edulink or SIMS InTouch</li> <li>• Ensure the continuing function of the school as normal as possible - delegate to SLT if required</li> <li>• Liaise with Media Team at County Hall</li> <li>• Ensure that staff and students are protected from media attention</li> <li>• Debrief staff as soon as possible</li> <li>• Visit site of incident, if off site</li> <li>• Confirm organisation of memorial services where appropriate</li> <li>• Notify the local authority Press Office and liaise with them to ensure press enquiries are dealt with appropriately and with support from the Council</li> <li>• Act as main point of contact and spokesperson for all press enquiries on behalf of the school. Agree the timings of press conferences/releases and photograph opportunities</li> </ul> |
| Director of School Business Operations               | <ul style="list-style-type: none"> <li>• Liaise with the Emergency Services</li> <li>• Keep staff/students informed of developments via dedicated email</li> <li>• Liaise with PPP-IML</li> <li>• Ensure security of ICT data</li> <li>• Ensure access to ICT data is available at HQ</li> <li>• Recording and directing of individuals visiting the school</li> <li>• Identify a suitable, private space for meetings/interviews</li> <li>• Maintain a record of all actions taken and decisions made in the event of any inquiry/investigation</li> <li>• Ensure that the control centre is equipped with the necessary means of communication, facilities and equipment</li> <li>• Liaise with designated, off site 'Place of Safety' if full site evacuation is required</li> <li>• Authorised person to access and agree spending of funds as part of emergency response</li> <li>• Liaise with local authority Finance</li> <li>• Liaise with local authority Insurance</li> </ul>                                                                                                                                 |
| School Business Operations Officer                   | <ul style="list-style-type: none"> <li>• Issue Guidance Sheet to Emergency Response Team at HQ</li> <li>• Inform the Local Authority and Chair of Governors</li> <li>• Contact parents via Edulink or SIMS InTouch</li> <li>• Identify any staff needing specific support</li> <li>• Check designated area of School - Main Office</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Designated Safeguarding Team                         | <ul style="list-style-type: none"> <li>• Collate details of medical conditions</li> <li>• Briefing and liaising with staff, students and parents</li> <li>• Liaising with Educational Psychology, Occupational Health, or other relevant services to help coordinate student and staff support</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Manager PPP-IML                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Immobilise utilities</li> <li>• Ensure access is free for emergency services</li> <li>• Contact Services and Suppliers</li> <li>• Act as point of contact for building related queries, such as location of gas, electricity and water services, asbestos and other potentially hazardous substances (e.g. oxyacetylene, chemicals, radioactive sources).</li> <li>• Ensure suitable security measures are in place/enhanced where required: deterring intruders, restricting press access and controlling visitors</li> </ul> |
| <p>Lockdown Area Leaders: Upon the release of lockdown, check designated areas of school:</p> <p>Head of School - Mainstream</p> <p>Assistant Headteacher - Curriculum</p> <p>Assistant Headteacher - Data, TT &amp; Assessment</p> <p>Associate Deputy Headteacher - Quality of Education</p> <p>Assistant Headteacher SENCO</p> <p>Associate Assistant Headteacher - Community</p> <p>Lead Practitioner - Maths</p> <p>Associate Deputy Headteacher - Quality of Care</p> | <ul style="list-style-type: none"> <li>• Headquarters</li> <li>• Student Services, Return to Learn, Data Team</li> <li>• New Block Technology and ICT</li> <li>• Art, Science and PE</li> <li>• Learning Resource Centre and Performing Arts</li> <li>• Main Office, Finance and Tower Block</li> <li>• New Block MFL and Maths</li> <li>• Sixth Form, D&amp;T and Arc</li> </ul>                                                                                                                                                                                       |
| <p>If you are unable to fulfil this duty due to teaching commitments, please email <a href="mailto:lockdown@headlandsschool.co.uk">lockdown@headlandsschool.co.uk</a> at the time so they can assign another team member to it.</p>                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

### **Contents of the Incident Kit**

The following information will make up the Crisis Kit and should be held in the school in the HR Office. The information must be kept up-to-date and senior staff should know how to access it:

- A copy of the school's Critical Incident Policy and details of responsibilities and contact details for emergency response team members.
- A list of students names, addresses, contact details and mobile numbers available can be found on SLT Drive, Edulink or SIMS
- A list of the School's Governing Body addresses, contact details and mobile numbers.
- A list of LA contact numbers for emergency use.
- A list of LA numbers for dealing with the press and media.
- Details of who is responsible for dealing with the LA media relations team.
- Keep the inventory up to date and creating and storing computer back-up tapes off site.

### **Information held by PPP-IML**

- Site plans indicating evacuation routes, fire exits, fire alarm activation points, isolation points, assembly points, fire extinguisher points, and storage areas for flammable and hazardous products.
- Keys to all main doors.
- Details of alarm/security codes.

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## LOCKDOWN PROCEDURES ON HEARING THE ALARM

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### Introduction

This document aims to provide guidance to staff to prevent them from moving into danger areas and preventing or frustrating any potential attackers attempting to access the site. The school will carry out a lockdown procedure to quickly restrict access to the site or building (or part of it) through physical measures, in response to a threat either external or internal.

### Alarm

The lockdown alert signal will be the school bell that will sound three times, during lockdown, the school alarm may sound 3 short blasts more than once, this signals lockdown is still in progress.

### Communication

All communication to staff during a Lockdown will be via email

### Headteacher

- Initiate sounding of bell
- Co-ordinate Lockdown Leaders in the Headteachers Office(HQ)

### Emergency Response Team

- Gather in the Headteachers office
- Refer to the Emergency Response Team Roles & Responsibilities
- Check designated areas of the school

### Teachers

- Escort students to a safe lockdown area
- Lock doors, close windows and pull down the blinds
- Attempt to keep students calm and quiet
- Ensure one computer is switched on with the email facility open
- Switch off the whiteboard
- Send an email to [lockdown@headlandsschool.co.uk](mailto:lockdown@headlandsschool.co.uk) for any additional students you have in your class since taking the register
- Send an email to [lockdown@headlandsschool.co.uk](mailto:lockdown@headlandsschool.co.uk) for any students who have left your lesson since taking the register
- Keep your own mobile phones on silent and only use in the event of an emergency
- The end of the Lockdown will be notified by a dedicated alarm that will sound for at least 10 seconds
- An email will also be sent signalling the end of the Lockdown
- Emergency Response Team will visit classrooms following the Lockdown

### All Other Staff (including student teachers on teaching practice)

- If students and staff are not in a classroom when the Lockdown alarm is sounded they make their way to the nearest classroom, or room with a door that locks.
- Lock doors, close windows and blinds
- Ensure a computer is switched on with the email facility open
- If in an office, please email [lockdown@headlandsschool.co.uk](mailto:lockdown@headlandsschool.co.uk) with your location, stating the names of students if they are with you.
- Office staff must not answer calls or allow any visitors onto site whilst Lockdown is in progress.

### PPP-IML

- Designated site staff will follow their own Lockdown procedure

Contractors/Visitors to the site must make their own way to the nearest room with a lockable door

### Exams

- Members of the invigilation team should instruct the candidates to stop writing and make a note of the time on the board
- Lock the door, shut any open windows and close the blinds
- Candidates must not speak to each other during this time
- Candidates will remain in the exam venue with scripts left in place
- Any further information will be communicated by the Exams Officer through email and / or text
- The School bell will sound for a minimum of 10 seconds to signal the end of lockdown
- The candidates should recommence their exam with the new finishing time written up on the board
- A member of the exams team will visit the exam rooms following the lockdown

### Social Times

If the Lockdown alarm sounds at social times, the normal procedures apply, with students and staff assembling in the closest lockable room. Duty staff to ensure all appropriate gates are locked.

### School based activities after 2.45pm

These will include such activities as Period 6, Sports Clubs, Art Clubs or rehearsals for productions, etc. **Staff conducting the activity should maintain a register of the students who are in attendance in order that this record can be checked should the Lockdown alarm sound.**

### End of Lockdown

The school bell will sound for at least 10 seconds signalling the end of the Lockdown. An email will be sent and Lockdown Area Leaders will check on staff and students.

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## FIRE EVACUATION PROCEDURES ON HEARING THE FIRE ALARM

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### Communication

Members of staff in possession of a radio, turn it on and turn to **Channel 1**. Please keep transmissions to a minimum during such times.

### Teachers

- Get the students out of the building by the shortest and safest possible route. Use external routes where possible and practical. **DO NOT** enter any other building again.
- If your safest route to the assembly points is via the green security gates (adjacent to PE), this can be readily opened from the inside by the thumb turn lever, pushing the gate outward.
- Do not let students take bags etc. with them. (In cold/wet weather they can take their coat).
- Check that your classroom is vacated. **DO NOT LOCK DOORS.**
- You are responsible for ensuring the sensible behaviour of students at all times.
- Go directly to your assembly point. (This is designated by Tutor Group.)
- Line the students up in Tutor Group register order and collect your register from the Fire Team member.
- Return your completed registers to the Fire Team member/Year Leader assigned to your year group and report any unaccounted-for students to them (registered in school but not present).
- Stay with your tutor group ensuring they remain in line and act in an **orderly manner**. Students are required to stand in silence.

If you do not have a Tutor group, then you should go to the Year group you are attached to (see Staff Positions list) and stay near the Student Services Leader. **You may be asked to take a Tutor Group Register for someone who is absent.**

In the event of the fire being near, or smoke blowing towards an assembly area, the senior staff in this area will move the students to the nearest place of safety.

### All other staff (including student teachers on teaching practice)

Leave the building by the nearest safe exit and make your way to the HQ Assembly Point at the front of school opposite the tower block.

At HQ all visitors and staff should register with the member of the Fire Team (staff wearing a Hi-Viz vest).

### All Staff

It is your responsibility to let the appropriate member of staff know that you are safely out of the building.

### Year Leader (YL)

- Wearing a Hi-Viz vest, so you are identifiable as the YL responsible for the relevant Year Group Assembly Point.
- Ensure tutor groups are lining up, appoint relief tutors from the extra staff around you for those absent.
- Ensure Tutors complete Registers and return to the Fire Team member assigned to your Year group. Announce the names of any missing students over the radio (**channel 1**) and note the names of those who remain missing, on the final list. All staff with your Year group must make sure they have been marked present with the Fire Team member.
- Ensure each tutor/relief tutor remains with their tutor group, and keeps them in line and behaving in an orderly manner
- Do not dismiss the Year group until told to do so by the Headteacher.

### Personal Emergency Evacuation Plan (PEEP)

A PEEP is completed for anyone on the School site who may experience difficulties in evacuating effectively from the building in the case of an emergency evacuation alarm member of staff, student or visitor to the school. The School, through the Year Leader, SENDCO (in the case of an SEND student) or other nominated member of staff, in conjunction with the School Business Operations Officer, will

prepare the plan in consultation with the individual member of staff, student or visitor. Student PEEPS will be recorded and monitored through CPOMS.

Where assistance is required at a Refuge point it is permitted for a member of staff, friend or carer to remain at the refuge area with the member of staff, student or visitor but it is critical that the details of these persons are relayed to the relevant Assembly Point as soon as possible to maintain correct records of the whereabouts of individuals.

In some cases, the process of evacuation for a person with a PEEP may impede the evacuation of other building users. In these circumstances the individual, and any carer or friend should remain within the refuge area until the evacuation process has allowed other building users to clear the escape route. The PEEP should identify the preferred mechanism of evacuation from the refuge area. This may include the use of an evacuation chair (Evac Chair). Evac chair trained staff will assist when required, if needed please call for them at the Refuge Point and they will be directed to you.

### **SEND**

For most students with SEND the Evacuation Procedure is consistent with that of all other students.

For those students who have restricted mobility, a number of arrangements have been put in place to allow them to be quickly and safely evacuated from the building.

### **For wheelchair users on the ground floor**

- If the student is on the ground floor they will evacuate the building from the nearest exit, accompanied by their learning tutor. Their learning tutor will direct them out and away from the building towards their relevant muster point.
- The student and their learning tutor will make their way to the front of the school where they will remain with the Fire Team.

### **PPP-IML**

Designated site staff are to complete a register to account for their own staff/contractors and inform the school of details relating to any persons who they are unable to account for following them checking against their records. PPP-IML designated staff to attend the Fire Alarm Point, turn radio to channel 1.

### **End of Drill**

- This will be announced by the Executive Headteacher (or in the absence of EHT, Head of School) who will inform the Year Leaders. The YL will then dismiss their Year group.
- Teaching Staff must swiftly return to their classroom in order to allow students back in to the room.
- Students must NOT ENTER THE CLASSROOM upon their return but wait outside the classroom until the member of staff returns.

### **False Alarms**

Most fire siren activations are false alarms, sometimes malicious. It is imperative that staff start the evacuation immediately the alarm sounds. Any information regarding the false activation of a fire alarm must be passed on to a member of the Senior Leadership Team.

### **Exams**

- Members of the invigilation team should instruct the candidates to stop writing and make a note of the time on the board.
- The candidates will then be instructed to leave the exam venue and will be escorted to the nearest fire exit in silence, making their way to the field near the HQ fire assembly point.
- The exam venue must be locked and the scripts left in place.
- The candidates must not speak to each other during this time.
- After the all clear has been given by a member of the Leadership Team, the candidate should be escorted back to the exam venue, where the exam should re-commence and the new finishing time written up on the board.
- Candidates must be given the opportunity to sit the examination for its published duration.
- A full report of the incident and the action taken must be recorded.

## **Lunchtime**

If the alarm sounds during the lunch break, the normal procedures apply, with students and staff assembling at the normal positions, registers being taken etc. However, several issues do arise at lunchtimes:

- Some students will be absent due to the lunch arrangements: Current split lunch arrangements (Y9 and Sixth form Lunch 1 and Year 10 and 11 Lunch 2)
- School Gate access points at the sound of the alarm should be closed. In particular the Back gate.
- A copy of the access gates register will be provided by Attendance Officer. This can be filtered for students currently OFF site.
- All tutors must inform their groups that if the fire alarm is sounding as they return to school at lunchtime, they must not enter the building, they must go to their assembly points.
- Some Tutors may be off site: SSL/senior staff to ensure that available staff at HQ cover the tutor groups of any absent tutors.
- Some office staff may be off site: senior staff who do not have a specific role should help give out registers etc.

## **School based activities after 2.45pm**

These will include such activities as Period 6, Sports Clubs, Art Clubs or rehearsals for productions, etc.

**Staff conducting the activity should maintain a register of the students who are in attendance in order that this record can be checked at the assembly point should an evacuation be necessary.**

On hearing the fire alarm:

- All staff should escort students from the building through the nearest safe exit to a place of safety. The Assembly Point will be the HQ point on the front field in front of the Tower Block.
- At the Assembly Point the staff member in charge should check the register of students engaged in the activity against those present.
- They should bring to the attention of the Chief Fire Officer in charge of the incident details of any members of staff or students who are unaccounted for.
- They should not re-enter the building until instructed to do so by the Chief Fire Officer in charge of the incident

## **School functions outside normal school hours (After 6.00pm)**

These will include such activities as open evenings, parents' evenings, school performances etc.

On hearing the fire alarm sounding:

- All staff should escort students and adults from the building, through the nearest safe exit to a place of safety. The Assembly Point will be the HQ point on the front field in front of the Tower Block.
- Do not re-enter the building until instructed to do so by the Chief Fire Officer in charge of the incident.
- We will not be able to take a roll call as we will not know who is in the building.

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## **SPECIAL RESPONSIBILITIES**

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- Put on a hi-vis vest, collect relevant Registers and go to your Year area.
- At your Year area issue the Registers to the Tutors.
- Check and record staff presence/absence.
- Receive and record completed registers from tutors.
- Inform YL of absent students and record names.
- Return to the Meeting point, make School Business Operations Officer aware of any unaccounted for staff / students and hand in completed Registers.

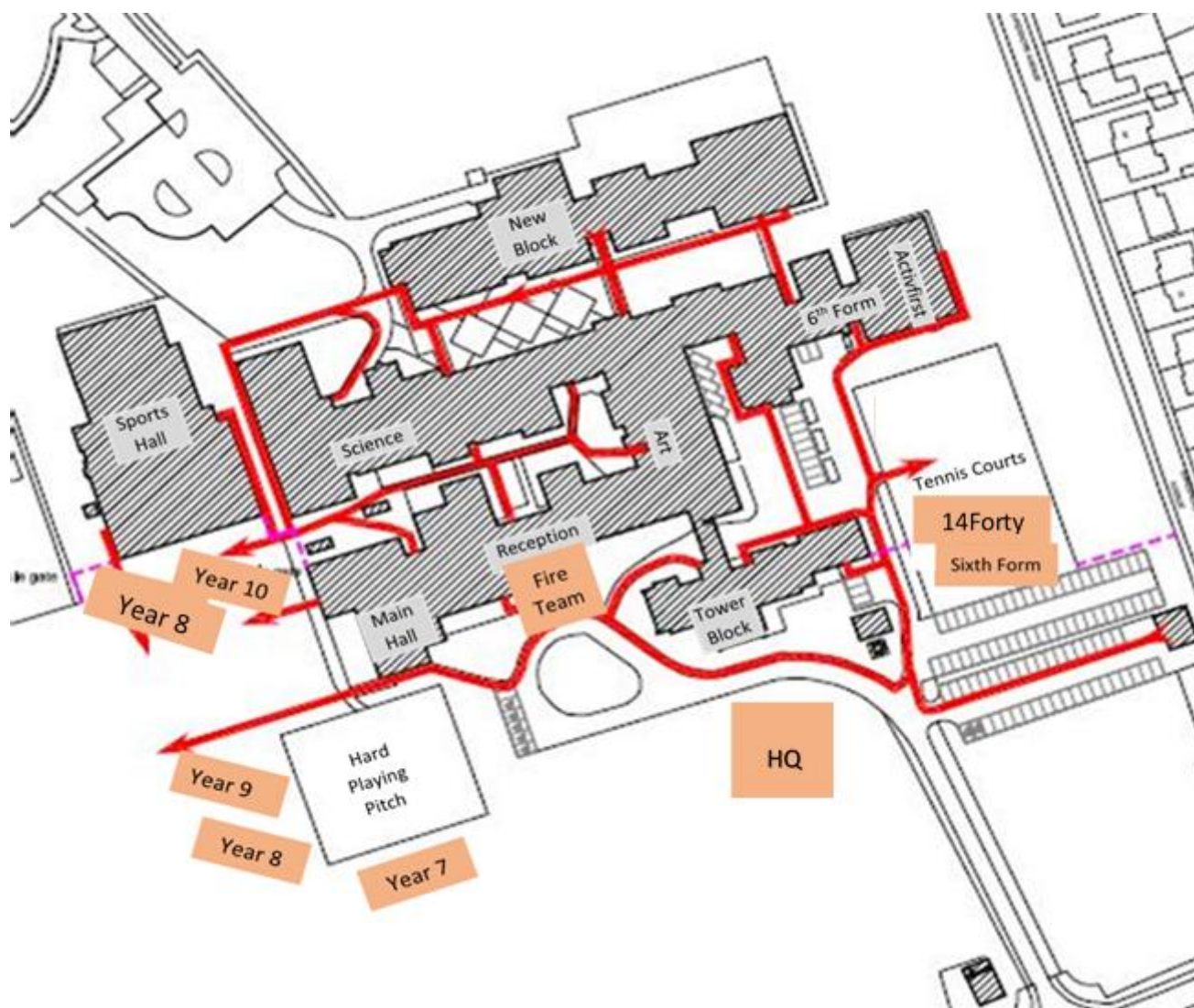
**Staff with Special Responsibilities must be covered by staff at HQ if they are absent or not available**

| <b>Staff Name</b>                  | <b>Responsibilities</b>                                                                                                                                                                                                                           |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Executive Headteacher              | Attends Fire Panel, contacts Fire Service                                                                                                                                                                                                         |
| Director Business Operations       | Designates staff from Fire team pool for Fire Team, as required.<br>Ensure students/staff with PEEPs are accounted for.                                                                                                                           |
| Support Services Assistant(s)      | Print and collate registers.<br>Collect Signing In/Out Sheet and Absence Log from Attendance.<br>Collect Signing Out Folder/Planned Absence/Visitors Signing Books. Complete HQ Register, return completed HQ Register to Administration Manager. |
| School Business Operations Officer | Collects all completed Fire Drill Lists, reporting any unaccounted for students/staff to the Headteacher.<br>Update Fire Drill lists, according to staffing changes.                                                                              |
| Senior Data Officer                | Collects all completed Fire Drill Lists, reporting any unaccounted for students/staff to the Headteacher.<br>Update Fire Drill lists, according to staffing changes.                                                                              |
| Evac Trained Staff                 | Collect evac chair from Physical Management Suite<br>Ensure students are successfully removed from the building.                                                                                                                                  |

**Available staff pool:**

- Fire Team Pool Staff should assemble at HQ and be prepared to be deployed as required to replace absent staff.

## FIRE ASSEMBLY POINTS



## ASSEMBLY POINTS

The Assembly Points are labelled. Please make sure you know where you need to assemble.

| Year 7 |      | Year 8     |       | Year 9 |       | Year 10 |               | Year 11 |       |
|--------|------|------------|-------|--------|-------|---------|---------------|---------|-------|
| 7CPA   | Y7 A | 8AJA       | Y8 A  | 9HSA   | Y9 A  | 10BKA   | Y10 A         | 11BWI   | Y11 A |
| 7KAR   | Y7 B | 8HFO       | Y8 B  | 9JSH   | Y9 B  | 10DFA   | Y10 B         | 11JSM   | Y11 B |
| 7JKI   | Y7 C | 8JDE       | Y8 C  | 9KBN   | Y9 C  | 10FJO   | Y10 C         | 11LDI   | Y11 C |
| 7LBO   | Y7 D | 8MBE       | Y8 D  | 9KTH   | Y9 D  | 10JFR   | Y10 D         | 11LDU   | Y11 D |
| 7LGY   | Y7 E | 8MFA       | Y8 E  | 9PBO   | Y9 E  | 10JPA   | Y10 E         | 11LGR   | Y11 E |
| 7PSH   | Y7 F | 8RBO       | Y8 F  | 9REA   | Y9 F  | 10LWA   | Y10 F         | 11MAA   | Y11 F |
| 7SHU   | Y7 G | 8SBR       | Y8 G  | 9RHO   | Y9 G  | 10MHO   | Y10 G         | 11MPE   | Y11 G |
| 7SMU   | Y7 H | 8TDP       | Y8 H  | 9SSA   | Y9 H  | 10RBA   | Y10 H         | 11SFA   | Y11 H |
|        |      | 8RCH       | Y8 I  |        |       | 10PBR   | Y10 I         |         |       |
|        |      | Sixth Form |       |        |       | PPPIML  | Headlands ARC |         |       |
|        |      | 12GWE      | Y12 A | 13CMO  | Y13 A |         |               | ARC1    | ARC1  |
|        |      | 12KGO      | Y12 B | 13DFR  | Y13 B |         |               | ARC2    | ARC2  |
|        |      | 12JTE      | Y12 C | 13IWO  | Y13 C |         |               | ARC3    | ARC3  |
|        |      |            |       |        |       |         |               | ARC4    | ARC4  |
|        |      |            |       |        |       |         |               | ARC5    | ARC5  |
|        |      |            |       |        |       |         |               | ARC6    | ARC6  |

| Year Group    | Staff Assigned to Year Group                                                                                                                         | Fire Team |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 7             | CPA, KAR, JKI, LBO, LGY, PSH, SHU, SMU, KPA, EHO, AWI, BCO, GRO                                                                                      | KDI / NMA |
| 8             | AJA, HFO, CWO, JDE, MBE, MFA, RBO, SBR, TDP, LRO, RCO, AMC, RCH                                                                                      | VJE / BDA |
| 9             | LWI, JSH, KTH, PBO, REA, RHO, CIN, SSA, NMI, WAN, JWI, ZIG, ADE, TRO, SDE                                                                            | DFI / CDI |
| 10            | BKA, DFA, FJO, JFR, HSP, JPA, LWA, MHO, RBA, LON, SDO, PBR, DST, IWA                                                                                 | KBE / RVI |
| 11            | BWI, JSM, LDI, LDU, SMO, LGR, MAA, CKE, MPE, SFA, JRE, NGI, MSM, AWO                                                                                 | JBA / CHO |
| Sixth Form    | GWE, KGO, JTE, CMO, DFR, IWO, SHA, SDI                                                                                                               | SDI       |
| ARC           | SAB, BAD, JAL, SBE, NBU, CEM, EPR, KOS, BSU, SHR, SMR, LRB, LSI, KGR, DWI, FRI, ADA, SHI                                                             | ADA       |
| RTL           | KWI                                                                                                                                                  |           |
| Student DH/LK | AWR, SFI                                                                                                                                             |           |
| Wheelchair    | AHA, KCO, JCA                                                                                                                                        |           |
| HQ            | HAI, RBS, ACP, MCR, CCU, JDO, LEC, AGA, MGI, DHA, E.HR, EHE, RJE, CLE, EML, TMU, CPN, GWL, SWA, EWE, F.WE, KWR, DTH, SDA, ZGR, ZAH, ZBS              |           |
| Fire Team     | SBO, JBA, SBA, JBO, KBE, JCA, KCO, SCR, BDA, ADA, CDI, KDI, SDI, ADO, DFI, SFI, SHL, AHA, CHO, AIE, VJE, HKE, NMA, LPE, AST, SST, RVI, KWI, AWR, JZI |           |
| PPPIML        | Register their own staff                                                                                                                             |           |

**It is your responsibility to ensure you familiarise yourself and your tutor group with the Fire Procedure**

**Please speak to your Line Manager if you are still unsure what your responsibility is.**

## EVACUATION PLAN

If the threat is within the venue (e.g. fire, gas leak, structural failure etc. **but not** bomb alerts (see Bomb Threat/Alert Template) the responsible person should consider evacuation, but if the threat or incident is outside the venue it may be safer to stay inside

## Alarm or Signal

|                                      |                   |
|--------------------------------------|-------------------|
| Signal for whole building evacuation | Fire Alarm        |
| Signal for stand down/all-clear      | Management radios |

## Emergency Response Team

| Role                                   | Name           | Emergency Contact Number |
|----------------------------------------|----------------|--------------------------|
| Executive Headteacher                  | Sarah Bone     | 07815 102425             |
| Head of School                         | Amy Stamford   | 07958 021382             |
| Director of School Business Operations | Stephanie Hale | 07503 442248             |
| School Business Operations Officer     | Helen Keyworth | 07708 288844             |
| PPP IML                                | Tracey Taylor  | 07736 013065             |

## Other useful contacts:

| Role | Name | Emergency Contact Number |
|------|------|--------------------------|
|      |      |                          |
|      |      |                          |
|      |      |                          |

## Information for emergency services

Include a map to places of safety (taking into account the safest route) and site map information such as location of gas shut off valves, storage of on-site chemicals, etc

## Assembly Points

- 1.
- 2.
- 3.

**Designated Secondary (offsite) assembly point / place of safety - must be pre-arranged.**  
(for example, partner school / college / leisure centre)

|                                                                                       |  |
|---------------------------------------------------------------------------------------|--|
| Name of Venue                                                                         |  |
| Type of Venue                                                                         |  |
| Contact name                                                                          |  |
| Contact telephone number                                                              |  |
| Include useful info such as distance from school, directions, capacity, opening hours |  |

|                                                                      |  |
|----------------------------------------------------------------------|--|
| What to do if you discover a fire<br>(if not automatically detected: |  |
|----------------------------------------------------------------------|--|

## SHELTER PLAN

### (GO IN, STAY IN & TUNE IN)

There are important differences between the Shelter Plan arrangements and the Shelter Lockdown Plan. Shelter arrangements should only be used when it is not necessary to protect staff and students from intruders. Lockdown is necessary when children and staff need to be locked within buildings for their own safety i.e. in an emergency situation such as a hostile intruder, terrorist attack or other criminal activity. If the threat or incident is outside the venue it may be safety to go / stay inside, but the responsible person should consider evacuation.

### Signals

|                                                                                                                                                      |                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Alarm or signal to seek shelter (indoor)                                                                                                             |                   |
| Alarm or signal to seek shelter (outdoor)                                                                                                            |                   |
| Signal for stand down / all clear (upon instructions from the Emergency Response Team, following liaison with the emergency services as appropriate) | Management radios |

### Emergency Response Team

| Role                                   | Name           | Emergency Contact Number |
|----------------------------------------|----------------|--------------------------|
| Executive Headteacher                  | Sarah Bone     | 07815 102425             |
| Head of School                         | Amy Stamford   | 07958 021382             |
| Director of School Business Operations | Stephanie Hale | 07503 442248             |
| School Business Operations Officer     | Helen Keyworth | 07708 288844             |
| PPP IML                                | Tracey Taylor  | 07736 013065             |

Depending on the nature of the incident it may be necessary to stay inside for a prolonged period of time, and in some extreme cases this could be overnight. It is therefore important to ensure that any medical needs are prepared for in advance.

| Action Plan                                                                                                                                                                     | Completed by<br>(Sign & time stamp) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Determine whether to evacuate or shelter                                                                                                                                        |                                     |
| If shelter, where will you instruct staff and students to go?                                                                                                                   |                                     |
| Sound alert                                                                                                                                                                     |                                     |
| Ensure all students, staff and visitors are brought inside the school building in a calm and orderly manner.                                                                    |                                     |
| If appropriate, move students away from the incident (e.g. to the other side of the building if there is a risk of blasé which may shatter windows).                            |                                     |
| Do you need the emergency services?                                                                                                                                             |                                     |
| If sheltering from an environmental hazard (e.g. a smoke or chemical spill) ensure all doors and windows are closed and ventilation / air circulation systems are switched off  |                                     |
| Complete roll call for students, staff and visitors making reference to the appropriate class registers and signing in system. Are any missing or injured?                      |                                     |
| Reassure students and keep them calm, if possible return to normal classroom based activities                                                                                   |                                     |
| If possible, have your mobile phone to hand                                                                                                                                     |                                     |
| Notify parents / carers of the situation and provide advice, instruction and reassurance                                                                                        |                                     |
| Take whatever action is necessary to protect both yourself, children and visitors, but maintain communication to the very best of your ability with the Emergency Response Team |                                     |

|                                                                                                                                                                                                                                                                  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Remain inside until the all-clear has been given by the Emergency Response Team. This may be received from outside agencies such as the Emergency Services, but only once you have received the information from the Emergency Response Team can you stand down. |  |
| Do not publicise on social media - All media enquiries must be coordinated through the Media Officer and contact with relevant individuals will be coordinated through the Executive Headteacher to avoid miscommunication or panic.                             |  |

## SHELTER LOCKDOWN PLAN

(RUN, HIDE, TELL)

There are important differences between the lockdown and shelter arrangements. Lockdown is necessary when children and staff need to be **locked** within buildings for their own safety i.e. in an emergency situation such as a hostile intruder, terrorist attack or other criminal activity.

## Signals

|                                                                                        |                   |
|----------------------------------------------------------------------------------------|-------------------|
| Alarm or signal to seek shelter (indoor)                                               |                   |
| Alarm or signal to seek shelter (outdoor)                                              |                   |
| Signal for stand down / all clear (upon instructions from the Emergency Response Team) | Management radios |

## Emergency Response Team

| Role                                   | Name           | Emergency Contact Number |
|----------------------------------------|----------------|--------------------------|
| Executive Headteacher                  | Sarah Bone     | 07815 102425             |
| Head of School                         | Amy Stamford   | 07958 021382             |
| Director of School Business Operations | Stephanie Hale | 07503 442248             |
| School Business Operations Officer     | Helen Keyworth | 07708 288844             |
| PPP IML                                | Tracey Taylor  | 07736 013065             |

It is important to remember that it is very much **the exception** to evacuate a building in the event of a hostile intruder. Unless the location of the intruders is known, a “blind” evacuation may be putting people in more danger (e.g. from an intruder or device at one of the entrances / exits) than if they had remained within the building.

## Rooms most suitable for lockdown

|                    |
|--------------------|
| 1. Classrooms      |
| 2. Upper Hall      |
| 3. Sports Hall/Gym |
| 4. Offices         |

## Doors that need to be secured to prevent internal access

|                                                                   |
|-------------------------------------------------------------------|
| 1. External student gates (both front and back gate)              |
| 2. Secure entry doors into reception and Learning Resource Centre |
| 3. Classroom doors                                                |
| 4. Office doors                                                   |

It is important to make sure that items that could be used as weapons (kitchen implements, sports equipment, tools, cleaning products) are securely locked away when not in use.

## Communication arrangements

Wherever possible use silent communications and keep noise to a minimum especially if the intruders are close by. Make sure any communication devices are secure and cannot be intercepted.

|                                  |
|----------------------------------|
| 1. Two-way radios                |
| 2. Office telephones             |
| 3. Mobile Phones                 |
| 4. email                         |
| 5. Other (TV's/Whiteboards/etc.) |

| Alternative place of safety in the event that it is considered necessary to leave site<br>(for example, partner school/college/leisure centre) <u>must be pre-arranged.</u> |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Name of Venue                                                                                                                                                               |  |
| Type of Venue                                                                                                                                                               |  |
| Contact name                                                                                                                                                                |  |
| Contact telephone number                                                                                                                                                    |  |
| Include useful info such as distance from school, directions, capacity, opening hours                                                                                       |  |
|                                                                                                                                                                             |  |

**Other useful contacts:**

| Role | Name | Emergency Contact Number |
|------|------|--------------------------|
|      |      |                          |
|      |      |                          |
|      |      |                          |

| Action Plan                                                                                                                                                                                                                                                                                             | Completed by<br>(Sign & time stamp) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Sound Alert - Activate lock-down procedures immediately                                                                                                                                                                                                                                                 |                                     |
| Dial 999                                                                                                                                                                                                                                                                                                |                                     |
| Direct all children, staff, parents and signed in visitors to the nearest safe place (this may be dependent on what and where the risk is)                                                                                                                                                              |                                     |
| Secure rooms and take action to increase protection from attack - Lock and <b>barricade doors and windows</b>                                                                                                                                                                                           |                                     |
| Close windows / blinds                                                                                                                                                                                                                                                                                  |                                     |
| Turn off the lights, fans or mobile air conditioning units (this will reduce noise and the risk of exposure to any chemicals/biological attack)                                                                                                                                                         |                                     |
| Hide, sit on the floor under desks or against walls and away from windows                                                                                                                                                                                                                               |                                     |
| Consider visibility windows in doors - avoid sheltering in the line of sight through them.                                                                                                                                                                                                              |                                     |
| Stay as silent as possible - put any mobile devices to silent (consider writing / displaying instructions on whiteboards / TV's etc. as long as it can't be seen by the intruder)                                                                                                                       |                                     |
| Ensure that students, staff and visitors are aware of an exit point in case the intruder does manage to gain access                                                                                                                                                                                     |                                     |
| Take a register or head count of all children, staff and visitors, wherever possible making reference to the appropriate class registers and signing in system.                                                                                                                                         |                                     |
| If possible, check for missing/injured students, staff and visitors                                                                                                                                                                                                                                     |                                     |
| Take whatever action is necessary to protect both yourself, children and visitors but maintain communication to the very best of your ability with the Emergency Response Team.                                                                                                                         |                                     |
| Do not publicise on social media - All media enquiries must be coordinated through the Media Officer and contact with relevant individuals will be coordinated through the Executive Headteacher to avoid miscommunication or panic.                                                                    |                                     |
| Keep doors and windows locked shut and remain inside until the all-clear has been given by the Emergency Response Team. This may be received from outside agencies such as the Emergency Services, but only once you have received the information from the Emergency Response Team can you stand down. |                                     |

## BOMB THREAT / ALERT PLAN

There are important differences between the fire (or other whole building) evacuation and bomb instructions. Most notably, in a bomb threat situation it is unusual to evacuate the entire building. To do so can be more hazardous than moving people within the building to areas away from the suspect package or incident.

## Signals

|                                                                                                                 |                   |
|-----------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Signal for bomb threat</b><br>(This must be different to the fire alarm, or general evacuation alarm/signal) |                   |
| <b>Signal for stand down / all clear (upon</b>                                                                  | Management radios |

## Emergency Response Team

| Role                                   | Name           | Emergency Contact Number |
|----------------------------------------|----------------|--------------------------|
| Executive Headteacher                  | Sarah Bone     | 07815 102425             |
| Head of School                         | Amy Stamford   | 07958 021382             |
| Director of School Business Operations | Stephanie Hale | 07503 442248             |
| School Business Operations Officer     | Helen Keyworth | 07708 288844             |
| PPP IML                                | Tracey Taylor  | 07736 013065             |

## Other useful contacts:

| Role | Name | Emergency Contact Number |
|------|------|--------------------------|
|      |      |                          |
|      |      |                          |
|      |      |                          |

It is important to remember that it is very much **the exception** to evacuate a building in the event of a bomb threat or incident. Unless the location of the bomb is known, a “blind” evacuation may be putting people in more danger (e.g. from a device at one of the entrances/exits) than if they had remained within the building.

## Assembly Points

- 1.
- 2.
- 3.

**Designated Secondary (offsite) assembly point / place of safety - must be pre-arranged.**  
(for example, partner school / college / leisure centre)

|                                                                                       |  |
|---------------------------------------------------------------------------------------|--|
| Name of Venue                                                                         |  |
| Type of Venue                                                                         |  |
| Contact name                                                                          |  |
| Contact telephone number                                                              |  |
| Include useful info such as distance from school, directions, capacity, opening hours |  |

## BOMB THREAT / ALERT TELEPHONE RECORD

No matter how ridiculous or implausible the threat may seem, all such communications are a crime and should be reported to the police by dialling 999. If you receive a telephone call from someone who claims to have information about a bomb on your site, record as much information as possible using the prompt questions below.

**Remember**

- Stay calm and listen carefully
- Try to attract the attention of a colleague who should immediately dial 999
- Hold the caller on the line for as long as possible. Get as much information as you can as this will assist the Emergency Response Team in providing information to the police.

|                                                                                                                             |  |
|-----------------------------------------------------------------------------------------------------------------------------|--|
| Time of call:                                                                                                               |  |
| Telephone Number you were contacted from (if caller ID available, or dial 1471 after the call as this may provide a number) |  |

|                              |  |
|------------------------------|--|
| Exact wording of the threat: |  |
|------------------------------|--|

|                                                     |  |
|-----------------------------------------------------|--|
| How many bombs are there?                           |  |
| Where is the bomb located?                          |  |
| When will it explode?                               |  |
| What will cause it to explode?                      |  |
| What does it look like?                             |  |
| What kind of bomb is it?                            |  |
| Did you place the bomb? Why did you do it?          |  |
| What is your name?                                  |  |
| What is your address?                               |  |
| What telephone number can you be contacted on?      |  |
| Can you tell me anything else that might be useful? |  |

|                  |  |
|------------------|--|
| Time call ended: |  |
|------------------|--|

**CONTACT THE EXECUTIVE HEADTEACHER OR MEMBER OF THE SENIOR LEADERSHIP TEAM IMMEDIATELY WHO WILL CONTACT THE POLICE THEN LOCAL AUTHORITY EMERGENCY SCHOOLS NUMBER 01482 392999**

| Other Useful Information:                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What gender was the caller?                                                                              | Male / Female                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Approximately how old was the caller?                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| What sort of voice did the caller have?<br>Did the caller have an accent?<br>Was he/she well-spoken etc? | <div> <input type="checkbox"/> Normal <input type="checkbox"/> Speech Impediment </div> <div> <input type="checkbox"/> Loud <input type="checkbox"/> Slur </div> <div> <input type="checkbox"/> Quiet <input type="checkbox"/> Deep </div> <div> <input type="checkbox"/> Whispered <input type="checkbox"/> High pitched </div> <div> <input type="checkbox"/> Clear <input type="checkbox"/> Hoarse </div> <div> <input type="checkbox"/> Disguised <input type="checkbox"/> Nasal </div> <div> <input type="checkbox"/> Well-spoken <input type="checkbox"/> Poorly spoken </div> <div> <input type="checkbox"/> Other </div> |
| What speed did the caller talk?                                                                          | <input type="checkbox"/> Normal <input type="checkbox"/> Quick <input type="checkbox"/> Slow                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Did the caller sound familiar?                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Was a code word given?                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Was there any significant background noise - e.g. house noises, street noises, music?                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Did the caller sound intoxicated?                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Was there any indication of the callers' mental state?                                                   | <div> <input type="checkbox"/> Calm <input type="checkbox"/> Angry </div> <div> <input type="checkbox"/> Excited <input type="checkbox"/> Irritated </div> <div> <input type="checkbox"/> Amused <input type="checkbox"/> Confused </div> <div> <input type="checkbox"/> Upset </div> <div> <input type="checkbox"/> Other </div>                                                                                                                                                                                                                                                                                                |
| Did the message sound as though it was being read from a prepared text or was it a taped message?        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Was there any indication of the type of telephone being used - e.g. a public call box?                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## BOMB THREAT / ALERT ELECTRONICALLY RECORD

**No matter how ridiculous or implausible the threat may seem, all such communications are a crime and should be reported to the police by dialling 999. This highlights what you need to do if you receive a Bomb Threat electronically (via email, social media, etc.)**

|                                                                                                                                    |  |
|------------------------------------------------------------------------------------------------------------------------------------|--|
| Alert the police immediately<br>(as the police may be able to identify where the threat has come from)                             |  |
| Do not forward or reply to the message unless advised to do so by the police                                                       |  |
| Do not delete the message                                                                                                          |  |
| Take a screenshot of the message, if possible                                                                                      |  |
| Note any contact details in case the message is deleted (sender's email address or username/user ID for social media applications) |  |
| Preserve all web log files for your organisation to help the police investigation                                                  |  |
| Make sure that if evacuating the school, you take an electronic device from which you can make/receive calls and e-mails           |  |

## TERROR INCIDENT RESPONSE CHECKLIST

Consideration for school leaders in the event of a terrorist incident that impacts upon a school or educational setting

**This checklist signposts resources and highlights some areas for consideration in the immediate aftermath of a terrorist incident that affects a school. This could be students, staff members or the wider community directly affected by an incident; not necessarily an incident that takes place on school premises.**

| Timings - 0 to 48 hours                                                                                   | Context                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Considerations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Immediate need to clarify what has happened and what impact there is upon the school (students and staff) | In the unlikely event of a terror-related incident that impacts a school, senior management will quickly need to clarify how the school has been affected and their immediate response to this. Social media will be rife with rumours, press reporting will be varied, and students will have their own sources of information. Establishing the truth is key to being able to correctly and sensitively communicate this with staff, students and the wider community | <p>Establishing relationships with key partners in the local authority, police and DfE contacts<sup>1</sup> in the region will enable quick confirmation of what has happened or dispel rumours.</p> <p>Local police contact: 999 or 101 (Humberside Police)</p> <p>Local Authority Emergency Contact: 0300 330 2080</p> <p>Local authority Prevent Lead: Paul Abbott - Director of Housing, Transport and Public Protection</p> <p>Enquiries, information, training and resources is available from the local authority regarding prevent: <a href="mailto:prevent@eastriding.gov.uk">prevent@eastriding.gov.uk</a></p> <p>HE/FE Coordinator: Chris Sybenga - Prevent Coordinator for Department for Education also responsible for emergency planning related to extremism/terrorism in the sector <a href="mailto:Hefeprevent.coordinators@education.gov.uk">Hefeprevent.coordinators@education.gov.uk</a></p> <p>Counter-Terrorism Security Advisor: Chris Sybenga <a href="mailto:Hefeprevent.coordinators@education.gov.uk">Hefeprevent.coordinators@education.gov.uk</a></p> <p>Counter Terrorism training opportunities <a href="https://www.protectuk.police.uk/catalogue">https://www.protectuk.police.uk/catalogue</a></p> <p>Act early website - Easily accessible advice and support <a href="https://actearly.uk/">https://actearly.uk/</a></p> <p><b>Consider immediate communications:</b> Central messaging to student and parents; update on school websites and portals, mass student text groups, local authority websites. Consider whether there are any automatic processes (for example automated text messages for lateness) that should be stopped as they might cause distress to families.</p> |

<sup>1</sup> Prevent Education Officers (PEOs) are the point of contact for the Department for Education and Home Office on Prevent delivery in educational settings. PEOs work to local authority Prevent Leads. Regional Further Education (FE)/Higher Education (HE) Co-ordinators provide FE and HE providers with support to build resilience against the dangers of radicalisation.  
Chris Sybenga - Department for Education  
Paul Abbott - East Riding of Yorkshire Local Authority Prevent Lead, Director of Housing, Transport and Public Protection

## SUSPICIOUS ITEMS, PACKAGES OR ENVELOPES

It is important that you do not move a suspicious item, package or envelope. Do not cover or encase it in any way. Be alert to secondary devices, there may be more than one.

**If you think it's suspicious DIAL 999 - Ask for the Police.**

### Indicators of a Suspicious Item

- Is the item typical of what you would expect to find in this location?
- Has the item been deliberately concealed or is it obviously hidden from view?
- Does it have wires, circuit boards, batteries, tape, liquids or putty-like substances visible?
- Do you think the item poses an immediate threat to life?

### What to do if you see a Suspicious Item

- Do not touch it
- Try and identify an owner in the immediate area
- Check whether the item has suspicious characteristics

### If you still think it's suspicious (or in any doubt)

- Clear the immediate area and adjacent areas (look for possible secondary devices)
- Dial 999 ask for the police
- Follow police advice and provide as much information about the item as possible (see indicators above)
- Prevent others from entering these areas
- If safe to do so check CCTV

### Indicators of a Suspicious Package or Envelope

General indicators that a delivered item may be of concern include:

- Unexpected item, especially if hand delivered
- Additional inner envelope or other contents that may be difficult to remove
- Labelling or excessive sealing that encourages opening at a particular end or in a particular way
- Oddly shaped or lopsided
- Unexpected or unusual origin (postmark and/or return address)
- Poorly or inaccurately addressed address printed unevenly or unusually
- Unfamiliar writing or unusual style
- Unusual postmark or no postmark
- More stamps than needed for size or weight of package
- Greasy or oily stains emanating from the packaging
- Odours, liquid or powder emanating from the package

### What to do if you identify a Suspicious Package or Mail item

- Do not touch
- If holding it, place it down carefully making sure it remains sealed
- Clear the immediate area and adjacent areas
- Dial 999, ask for the police
- Follow their advice and provide as much information about the package as possible (see Indicators above)
- Prevent others from entering the area and adjacent areas

## POST INCIDENT SUPPORT CHECKLIST

Most important is the health and wellbeing of all those involved and or affected by the incident or events. Where necessary, schools should seek help from the Local Authority. Department of Education and external organisations.

| Post incident support - assistance for students, parents / carers and staff                                                                                                                                                                                                                | Completed<br>Sign/time/date |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Identify students, parents/carers and staff who may be particularly affected by the incident                                                                                                                                                                                               |                             |
| Consider requesting support from educational professionals and or other organisations (such as the Local Authority, Academy Trust, Samaritans, Teacher Support Network, NSPCC etc. that are suitably trained)                                                                              |                             |
| Offer students and staff the opportunity for psychological support and counselling                                                                                                                                                                                                         |                             |
| Ensure staff and students know that support is available and arrange access to these services as necessary                                                                                                                                                                                 |                             |
| Ensure that staff and students have access to break out areas where they can take timeout                                                                                                                                                                                                  |                             |
| Consider how it is appropriate to debrief all staff and students, and by whom                                                                                                                                                                                                              |                             |
| Provide opportunities for students to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage students from talking about their experiences. Consider creating a safe space for students to record messages, and/or utilising IT |                             |
| Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents/carers before doing this                                                                                                                                                      |                             |
| Make arrangements to express sympathy to those who have been hurt. Consider encouraging students to send cards/messages to those affected                                                                                                                                                  |                             |
| Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention                                                                                                                                                                                |                             |
| Cancel or rearrange any events which are inappropriate                                                                                                                                                                                                                                     |                             |
| Be sensitive about the demands on staff and students (e.g. deadlines for coursework, imminent exams, duties and burdens) where appropriate consider deferring/cancelling activities                                                                                                        |                             |
| Send a communication (letter/email) to debrief parents/carers with information about: the nature of the incident, action taken, arrangements for support, what further actions the school is taking (i.e. lessons learned), who they can contact to discuss further                        |                             |
| Provide parents/carers with appropriate updates and information                                                                                                                                                                                                                            |                             |
| Do not make public any sensitive/confidential information about individuals                                                                                                                                                                                                                |                             |
| Consider organising an event for parents/carers to discuss any issues or concerns they might have                                                                                                                                                                                          |                             |
| If students or staff who are particularly affected by the incident leave school consider notifying the Headteacher of the new school ensuring confidentiality and sensitivity                                                                                                              |                             |
| Ensure that new staff and students are aware of the incident, and how it affected the school community                                                                                                                                                                                     |                             |
| Follow return to work/school procedures to make returning to school as easy as possible                                                                                                                                                                                                    |                             |
| Ensure that the appropriate support is in place for as long as necessary                                                                                                                                                                                                                   |                             |

### Additional consideration should be given to:

- Funeral arrangements and religious activities
- Remembrance activities and memorials, including how it is appropriate to mark anniversaries etc.
- Support families and the local community if affected by the incident (e.g. community events, fund raising).
- Any media activities.
- Any building works including and security or safety improvements

## REVIEW - DEBRIEF AND LESSONS LEARNED

It is important to debrief and review the incident as soon as practicable so that an accurate and reliable account is recorded. This will enable lessons learnt to be identified and implemented to ensure that effective processes and procedures are in place should another event occur. Test drills and practice evacuations etc. should be appraised in the same way to ensure that you are as ready and prepared as possible in the event of a real emergency.

During the debrief it is important to identify:

|                           |  |
|---------------------------|--|
| What went well?           |  |
| What didn't go well?      |  |
| What could you do better? |  |

| Debrief and Lessons Learned                                                          | Completed Sign/Date |
|--------------------------------------------------------------------------------------|---------------------|
| Review the chain of events from start to finish, step by step                        |                     |
| Use the incident/emergency plans to identify any deviation from the planned response |                     |
| Collate specific feedback on each of the following:                                  |                     |
| • Policies and Procedures                                                            |                     |
| • Action Plans                                                                       |                     |
| • Site Information                                                                   |                     |
| • Communication                                                                      |                     |
| • Finance                                                                            |                     |
| • Health and Safety                                                                  |                     |
| • Support from 3 <sup>rd</sup> Parties                                               |                     |
| • Media/Public relations                                                             |                     |
| • Wellbeing                                                                          |                     |
| • Staff resources and training                                                       |                     |
| Record all your findings in a lessons learnt log                                     |                     |
| Take any appropriate action to update policies/procedures and plans                  |                     |
| Take any appropriate action to rectify or improve the facilities                     |                     |
| Identify and undertake any further training                                          |                     |

## EMERGENCY CONTACT DETAILS

| Service                                                                                                                                                                     | Additional Information                                                                                                                                                                                                              | Contact                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emergency Services                                                                                                                                                          |                                                                                                                                                                                                                                     | 999 (24 hours)                                                                                                                                          |
| Participation, Innovation & Improvement to Report a child death (you must call this number and complete a form via the electronic reporting system to report a child death) | Margo Smith, Business Manager, CYPSS.<br>Child Death notification forms are now via the LA electronic reporting system eCDOP<br><a href="https://www.ecdop.co.uk/HullER/Live/Public">https://www.ecdop.co.uk/HullER/Live/Public</a> | Tel: 07800 853363<br>Email: <a href="mailto:Margaret.smith@eastriding.gov.uk">Margaret.smith@eastriding.gov.uk</a><br>(07800853363 out of office hours) |
| Local Authority 24 Hour Emergency (number to be called for all emergencies except child death)                                                                              | This service can be contacted to obtain the relevant support from any Council service outside normal working hours (24 hour service)                                                                                                | 01482 392999 (24 hours)                                                                                                                                 |

PLEASE NOTE THAT OF THE BELOW COUNCIL SERVICES THAT ARE OFFICE HOURS, IN THE EVENT OF AN OUT OF HOURS EMERGENCY THE PERSON RECEIVING YOUR CALL ON THE 24 HOUR NUMBERS (above) WILL HAVE ACCESS TO SUPPORT FROM ALL COUNCIL SERVICES.

|                                          |  |                                                                                                                                                                                                                                                                               |
|------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Schools Asset Manager                    |  | 01482 392191 (office hours)                                                                                                                                                                                                                                                   |
| Safety Services                          |  | 01482 391117 (office hours)                                                                                                                                                                                                                                                   |
| Communications/Press Officer             |  | 01482 391440 (office hours)                                                                                                                                                                                                                                                   |
| Educational Visits Coordinator           |  | 01482 392417 (office hours)                                                                                                                                                                                                                                                   |
| Educational Psychologist                 |  | 01482 392254 (office hours)                                                                                                                                                                                                                                                   |
| ERYC IT                                  |  | 01482 394444 (office hours)                                                                                                                                                                                                                                                   |
| Police Non-Emergency                     |  | 101 (24 hours)                                                                                                                                                                                                                                                                |
| NHS Direct                               |  | 111 (24 hours)                                                                                                                                                                                                                                                                |
| NPower                                   |  | 0800 073 3000                                                                                                                                                                                                                                                                 |
| Northern Powergrid                       |  | 0800 011 332 (24 hours)                                                                                                                                                                                                                                                       |
| Scottish Power                           |  | 0800 027 0072                                                                                                                                                                                                                                                                 |
| Environment Agency                       |  | <a href="http://www.environment-agency.gov.uk">www.environment-agency.gov.uk</a><br>0800 807060 (incident hotline 24 hours)                                                                                                                                                   |
| MET Office                               |  | 0370 900 0100 (24 hour weather desk)                                                                                                                                                                                                                                          |
| Yorkshire Water                          |  | 0902 395 0541                                                                                                                                                                                                                                                                 |
| Gas Leaks (national grid emergency line) |  | 0800 111 999 (24 hours)                                                                                                                                                                                                                                                       |
| DfE Incident alert team                  |  | Email: <a href="mailto:Incident.alert@education.gov.uk">Incident.alert@education.gov.uk</a><br>DfE incident support helpline: 0800 046 8687<br>To provide advice and support to the sector when dealing with emergency situations and incidents. Monday to Friday 8am to 6pm. |
| Foreign & Commonwealth Office            |  | 0207 008 1500 (24 hour, consular assistance)                                                                                                                                                                                                                                  |
| Teacher Support Network                  |  | England: 08000 562 561 (24 hours)                                                                                                                                                                                                                                             |

## LOCAL AUTHORITY CONTACTS

| Service                                 | Contact Details                                                    |
|-----------------------------------------|--------------------------------------------------------------------|
| Emergency planning service duty officer | 0300 330 2080                                                      |
| Children's services                     | 01482 395500                                                       |
| Media / Communications                  | 01482 391450                                                       |
| Property                                | 01482 392191 or 07590 007726 (outside office hours)                |
| Transport                               | 01482 395534 (office hours) or 07776 470782 (outside office hours) |
| Catering                                | 07810 395469                                                       |
| Educational Visits                      | 01482 392254 (office hours)                                        |
| Emergency planning                      | 01482 393051 (office hours only)                                   |
| Health & Safety                         | 07951 413828                                                       |
| Risk / Insurance                        | 01482 394191 (office hours) or insurance@eastriding.gov.uk         |
| Legal                                   | 01482 393143 (office hours) or 07511 633950                        |
| Human Resources                         | 01482 391160 (office hours)                                        |
| Educational Psychology                  | 01482 394000 (option 4 then option 2)                              |
| Occupational Health                     | 07825 917979                                                       |

## OTHER USEFUL CONTACT DETAILS

| Service                        | Contact Details |
|--------------------------------|-----------------|
| Insurance Company              |                 |
| Trade Union                    |                 |
| Supplier (Transport)           |                 |
| Supplier (Catering)            |                 |
| Supplier (Cleaning)            |                 |
| Supplier (temporary staff)     |                 |
| Utility Supplier (Gas)         |                 |
| Utility Supplier (Water)       |                 |
| Utility Supplier (Electricity) |                 |
| Utility Supplier (Heating)     |                 |
| Facilities Management          |                 |