Schools' Critical Incident Management Planning

Guidance for School Leaders

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Critical incidents which occur from time to time in school settings have underlined the need for all schools to be prepared for an emergency situation.

The following guidance draws on experience of a range of incidents and includes a template for developing a ***School Emergency Plan***. Schools will need to adapt this to suit their own particular circumstances. Carmarthenshire County Council Education and Children's Services Department has its own Critical Incident Protocol or Emergency Plan, which will be activated where necessary and operate in partnership with the school (see section 3 below).

In the event of an emergency, the Education and Children's Services Department will identify a Lead officer (usually a Head of Service) to liaise closely with the school in response to the critical incident and co-ordinate the activities of key support services that will assist the school in its immediate response to the incident and also support the head Teacher and school community in the recovery phase during the subsequent weeks and months which follow.

1. WHAT IS A CRITICAL INCIDENT?

A Critical Incident is defined as an emergency affecting pupils, personnel, or property, requiring immediate responsive action beyond that which could be reasonably expected from the school's own management team during the day to day running of the school.

It may involve:

- the death of a child, staff member or governor
- a serious accident involving children and/or school personnel on or off the premises
- extensive damage to school premises
- school fire, flood, or explosion
- the effects of disasters in the wider community
- incidents on educational visits
- epidemics
- the release of hazardous substances near or on the school site
- IT Systems being compromised as a result of a cyber-attack or significant information security breach.
- a violent intrusion onto school premises (eg an armed intruder or a bomb alert) which requires the school to go into **Lockdown.** Separate guidance on a protocol for Lockdown is contained in **Appendix 5**.

Everyone in a local school community is likely to be affected in large or small measure by any one or combination of the above incidents. Thinking through what you might need to do in such circumstances and having helpful information in an accessible place could make all the difference in successfully managing the situation.

There may be specific hazards which pose a particular risk to your school, such as proximity to river, or major road. All schools should make an assessment of any specific risks affecting them and plan how they would deal with an incident arising from them.

The plan should cover procedures for an incident occurring in school time and out of school hours, weekends and during school holidays.

2. PLANNING PROCESS

It is important to involve staff in the planning process, to ensure that they are aware of and support the plan and are able to implement it in the event of an emergency. Schools should identify staff that are prepared to take on key roles in an emergency and should nominate one member of staff to take responsibility for updating and reviewing the plan once it is in place. This would normally be the head teacher or similarly senior member of staff.

The principles below apply to managing a wide range of incidents:

- Design the plan to suit your establishment (particular care should be taken if your establishment has residential accommodation).
- It should be simple and straightforward to implement.
- It should be known by all those having identified responsibilities within it.
- It should be regularly reviewed, and critical information updated.
- It should be held in a duplicate copy off-site or otherwise accessible in the event of an emergency out of hours or one which incapacitates the school premises.

Managing people in the aftermath of a critical incident relies heavily on good information and having thought through the practical consequences of the range of interested parties and how they can be helped.

3. SUPPORT FROM THE LOCAL AUTHORITY

The Education and Children's Services Department has its own Critical Incident Protocol in place to support any school in the event of an emergency situation **(Appendix 4)**. Schools must not feel that they have to operate in isolation in a critical incident and there are many ways in which the LA can work in partnership with the school to respond to whatever challenging circumstances it is faced with. This will include support with managing communications and the media as well as making available expertise and resources from the full range of school operational services as dictated by the nature of the event including, but not limited to Health and Safety, Legal Services, Property Services, Cleaning Service, Transport, and others.

In the event of an emergency affecting the school, the head teacher or designated person should, at the earliest possible opportunity email the dedicated email inbox: schoolemergency@carmarthenshire.gov.uk / argyfwngysgol@sirgar.gov.uk and include the words SCHOOL EMERGENCY (School Name) in the subject box of the email.

In the email, give a very brief description of the emergency and if possible, include a contact name and telephone number. This initial email from the school will automatically cascade to the **Director of Education and Children's Services, ECS Heads of Service, ECS Business Support (CPD Team), CCC Marketing and Media Team,** and **Delta Wellbeing,** who will co-ordinate the initial response out of school hours (Monday to Friday, 4pm to 9am in term time and at weekends and school holidays). The school will receive an immediate response from a senior officer from the Department who will discuss the incident and if necessary, immediately initiate the Department's Critical Incident Protocol.

4. ROLES OF INDIVIDUALS

It is important that individuals understand their role within the Critical Incident Management Plan. There are a number of specific responsibilities, which need to be identified and assigned to individuals. Individual responsibilities include:

- A person to lead the Critical Incident Management Team and liaise with the Local Authority Critical Incident Team. This could be the head teacher but should be someone at a senior level within the school.
- The physical and emotional welfare of pupils and staff.
- Communications with pupils, parents, governors, Local Authority, and external media.
- Media management – this can be greatly supported by the LA's media team.
- Resources.

The attached plan template includes suggested roles and responsibilities. The allocation of these will vary from school to school and will be governed to some extent by the nature and severity of the incident. In a large secondary school, it may be possible for a number of individuals to undertake these roles. Within a small primary school, many of them are likely to fall to the Headteacher. It is important that provisional allocations of responsibilities are made, but these may need to be reviewed in the light of staff absence for a variety of reasons, or according to the timing of the incident.

5. INFORMATION GATHERING

Up-to-date records of personnel/pupils/students and the premises will be essential in hard copy and electronic form. A second copy of these and the school's Critical Incident Management Plan should always be kept securely and stored appropriately off the premises by the Headteacher and/or Deputy Headteacher in order that vital information is not lost in the event of an incident that renders the school premises inaccessible, such as a fire. It is particularly important for this list to be kept off the premises with any other important telephone numbers added in case a critical incident occurs out of school hours. This list should be updated periodically.

Record all actions taken using a standard Action Log, since information may be required a long way into the future should there be a legal case to pursue. Maintain your own records of events as well as keeping file copies of other service notes of the progress of action. Immediate witness accounts should be kept securely for police evidence, if required. A template Action Log is provided in Appendix 2.

6. BASE FOR CRITICAL INCIDENT MANAGEMENT TEAM

It will be important to identify a base from which the Critical Incident Management Team could operate. Whilst many schools will not have space to dedicate to the establishment of an emergency base, it would be valuable to identify the place in school which would be used for this purpose, if required, and ensure that all key equipment and information sources are there. This may be the Headteacher's office, but it would be helpful to identify, if possible, a second location on site if the first location is not usable for any reason.

Schools should also consider having a reserve off-site location as the base for the team. This may be a neighbouring school or council premises or facilities such as the village hall, which could be used with prior agreement. Whilst such a location is not essential, it is desirable and may be particularly helpful in the case of a major incident on the school site itself. The County Council's Critical Incident Team will be able to arrange temporary Council accommodation, if needed, during an emergency.

7. COMMUNICATIONS

There is great value in establishing a communication system. This is a simple cascade mechanism for getting each person on the staff/governing body to contact an agreed number of colleagues with the key facts of the situations. These lists need regular review and updating for changed personnel and changed contact numbers. The communication could be made through a mobile telephone communication tree but equally appropriate might be a dedicated social media (eg WhatsApp) group or, as many schools now have, a communications app or other computerised messaging system. The key thing is that everyone is made aware what system is being used and how it will be managed in the event of an incident and that this is documented in the school's plan.

As part of the management plan, it would be very useful to have details of:

- Pupils/staff emergency contacts (this would require periodic updating as rolls change over the course of the school year)
- LA emergency contact numbers
- Governors' contact details
- Diocesan officer details (if faith school)
- Phone numbers for bus/coach companies
- Emergency supply/support details, eg regular supply teachers, other relief staff, telephone numbers of other local schools
- Pupil/staff movement data, eg timetables, morning/afternoon registration data, etc

Mobile phones can be invaluable in enabling phone lines known to the public to be used for incoming calls, whilst the mobile can be dedicated to outgoing calls.

(a)Internal Communications

It is important to establish mechanisms for informing staff and, where necessary, pupils and parents of developments. This could be through morning briefings, or a dedicated messaging system as described above. It is also important to debrief all staff involved at the end of each working day/shift. Ensure that information is recorded and shared. Particular issues you will wish to consider are:

- How members of staff can be alerted in the first instance without alarming pupils and parents/carers unnecessarily.
- ID for Headteacher/Senior Management Team - visitors to site may not be familiar with all senior staff or the layout of the building.
- The level of confidentiality that will need to be maintained by staff to ensure that correct and consistent messaging is released from the school.

(b)External Communications and Media Relations

A positive relationship will be helpful in the event of bad news since your contacts will then know that you will share information when you have it and be direct in the messages you need to get across. If you get a phone call from the media, or they arrive at your school, you should seek advice and help from the Council's Media and Marketing team. The team is trained and experienced in dealing with the media and offers help with crisis communications and will support you if media relations help is needed. If necessary, you will be allocated a member of the Media Team who will be dedicated to supporting the school through the critical incident. This person will be a key member of the Council's Critical Incident Team in support of the school.

8. EVACUATION AND SHELTER PROCEDURES

This is one of the most important sections of the plan as it outlines the initial actions that should be taken to safeguard pupils and staff, both from internal and external hazards. All staff must be aware of these procedures, as warning signals may need to be triggered immediately, before advising others of the threat. This includes awareness of the school's **Lockdown Protocol (Appendix 5)** which should be included as part of the Critical Incident Management Plan.

Your evacuation plans should include information about what route to take and what assembly point to use in the case of a bomb threat, as these may need to be different from those used for other types of incident, (eg fire). If school gates are locked, then unlocking these to allow access by the emergency services should form part of your procedures.

It is equally important to have pre-planned arrangements for signalling the need for sheltering (keeping pupils indoors and close doors and windows) in the event of an external hazard and signalling lockdown of the school in the event of an intruder.

The Council's Critical Incident Team set up to work with the school during an incident will include in its membership, a senior Health and Safety Advisor from Carmarthenshire County Council. If the incident is related to the school building, there will also be a senior officer from the Property Services Department allocated to the team.

9. EMERGENCIES DURING EDUCATIONAL VISITS

The following documentation is required for all visits to be approved by senior leaders. This should be completed on **EVOLVE** On-Line Visit Form for category 2 and 3 visits (final approval by SVS Visit Advisor):

- A visit itinerary/programme
- Appropriate Risk Assessments
- Supervising Adults
- Emergency contact details

On the visit, the visit leader should carry a visit leader emergency action card.

The visit leader should take charge of an incident until relieved by the emergency services or by a senior member of employer/establishment staff. In the event that the visit leader is incapacitated, all members

of the visit leadership team should have the competence to take charge and to initiate the establishment emergency plan.

The designated emergency contact should carry an emergency contact action card.

The designated emergency contact (a member of the senior leadership team) should provide an emergency contact for the group (this needs to be available after hours for evening activities and 24 hours for residential visits).

The school contact must have, readily available, written or online accessible details of the visit, including a list of all involved, contact arrangements with the group, and day and night contact details for parents and staff next-of-kin. On residential or after-hours visits, the emergency contact should have access to this information at home.

Make sure that arrangements will work after hours, at weekends and during the school holidays if visits are taking place at these times.

10. POST INCIDENT CARE AND SUPPORT

Staff

Anxiety and the urgent pressure of events may induce stress amongst staff. The Critical Incident Management Team needs to think about how to support individuals in the aftermath of the events. Carmarthenshire County Council's Educational and Child Psychology Service (ECPS) can provide advice and support to school's senior leadership teams to mitigate the emotional and psychological impact of critical incidents on staff (performance and) wellbeing. This can also include supporting the Headteacher to lead the school's recovery. Where necessary as dictated by the nature of the incident, the LA's Critical Incident Team will always include representation from the ECPS and key professionals will be made available to the school.

Students

Those more likely to be affected are those whose lives were most at risk during the incident; those who were close to anyone whose life is lost during the incident, those who witnessed tragic or frightening events or their immediate aftermath; and those who have themselves experienced traumatic events in the past or whose support networks are less robust. Children's Services can assist through the ECPS which provides Critical Incident support. If the nature of the critical incident requires it, a senior member of the ECP team will be allocated to the Council's Critical Incident Team and work alongside the school to provide whatever support is deemed necessary.

Parents/Carers and Other Visitors

When parents/carers hear of a problem, they will naturally come to the school for information. You may need to identify a space where parents/carers can be seen in groups or on an individual basis where concerning or tragic news can be shared in a considerate way. A staff member or trusted adult from the school community may need to be on hand to receive visitors and deal sensitively with their enquiries. This can be more difficult in situations where the police limit the information that can be shared; advice can be obtained from the Media Team and the Education and Child Psychology Service can help devise simple scripts to provide information that can be shared. It can be very difficult to contain events which

are often shared quickly through social media. It will be important to have a clear communication route to share accurate and appropriate information as advised by other specialist services. It will also be important for all staff to be aware of the need to resist commenting in such forums.

11. LOG KEEPING

Any emergency affecting a school may afterwards become the subject of a detailed inquiry. It is vital that accurate and contemporaneous written records are kept, and that no piece of information about either the planning or the response to the incident is lost. Records may also be in the form of a recording made via a CCTV camera, a telephone or on an answer machine. The records should be retained after the incident for future reference.

Each member of staff involved in dealing with the emergency should log decisions made, telephone calls made and received and tasks carried out. In an emergency, things happen very quickly, and it is unlikely that you will remember all the people you have spoken to and actions you have taken unless you write everything down. It is good practice to identify a member of staff to act as the Single Point of Contact (SPOC) and another as the 'Loggist' whose role it is to complete and maintain the Action Log (Appendix 2). The SPOC and the 'Loggist' could be the same person, depending on the complexity of the emergency.

How to write the log:

- Note all relevant facts in chronological order
- Stick to the FACTS - do not include any assumptions (if you are noting down assumptions to show your reasoning for making a decision, make this clear)
- If you make a mistake, cross it out with a single line l so that what is underneath is still visible, and initial it
- Do not leave blank spaces - or if you do, rule them out with a line
- Do not overwrite – if you make a mistake, cross it out, initial it and start again
- Do not leave large blank spaces between words or between entries
- Do not use correction fluid
- Unused space after the end of a series of entries should be ruled through, then signed in full, dated and timed
- Avoid approximations and abbreviations

12. STAND-DOWN

The Critical Incident Management Team, supported by the Council's Critical Incident Team may need to continue to function for some time after the incident in order to consider a number of issues. These may be:

- When and how to re-open the school.
- How to deal with continued interest from the media.
- The provision of information to parents/carers and the public.
- Support for the families of those hurt or bereaved.
- Attendance at funerals.
- The organisation of memorial services.
- Particular thought needs to be given to the sending of cards and flowers.
- Investigations are likely to be undertaken by various bodies such as the police and insurance companies.

13. RECOVERY

When the emergency services have left the school, or in the case of an incident on a school trip, when pupils and staff have returned home and media interest has subsided, the school can begin the recovery process.

The head teacher should continue to work with the Local Authority to develop a recovery plan for the school. A range of support will continue to be available from the Local Authority including the ECPS. This will include a post-incident evaluation carried out jointly by the school and Local Authority's Critical Incident Team to identify learning that can be carried forward in any future incidents involving other schools.

There could be formal inquiries or even police investigations into the incident, which may continue for some time, and require the cooperation and support of school staff, pupils, and parents/carers.

Preparing a Critical Incident Management Plan for Your School

The main aim of any plan is to return the school to normal functioning as soon as possible. This will involve coping with the initial shock of the situation and mobilising resources to deal with the trauma. It is normal for a situation which is outside the range of everyday human experience, and which would be markedly distressing for anyone, to cause traumatic stress. Research and experience demonstrate that effective early action following a crisis or emergency significantly reduces the severity of traumatic stress and the risk of long-term health and educational consequences. The Education and Children's Services Department will always aim to work alongside the school and support the senior team as far as possible in dealing with whatever critical incident it is faced with.

This Guidance deals with Critical Incident Management in the following phases:

1. Preparedness
2. Dealing with critical incidents
    a. issues requiring immediate action
    b. issues to be dealt with as soon as possible
    c. supporting the people involved, action extending over time

1. Preparing for a Critical Incident

- **Identify a Critical Incident Management Team (CIMT)**
  This team will be expected to take a lead in an emergency. The structure of this team should be as close to the normal management structure as possible. Confusion can arise during a crisis when new structures are put in place outside the normal recognised systems of management. Within this team specific roles need to be allocated. The team <u>may</u>, however, consist of non-teaching staff (administrative, estate/site managers) as well as governors if it is felt appropriate and where individuals have specific skills and experience which will support the situation. Remember, when identifying a CIMT school should take into consideration that the Headteacher may not always be present and available. Members of the team need to be kept fully aware of who the other team members are and how to contact them – reserves should also be considered. In preparing an emergency plan, it may be

useful for the identified team to brainstorm different scenarios and circumstances that will inform the plan to enable as many different eventualities as possible to be planned for.

- **Ensure that the Critical Incident Management Team is known to all staff and Governors**

- **Design a plan to suit your establishment**
  - It should be simple and straightforward to operate
  - All staff should be familiar with it
  - It should be practised and regularly reviewed
  - Information should be updated regularly
  - It should be held in duplicate copy off-site in the event of fire/flood. More than one member of the CIMT should hold an off-site copy.
  - The plan should identify alternative facilities should the school become untenable for whatever reason. This facility may be a school or a County Council building in the vicinity of the affected school.
  - This facility should, at the very least, provide an administration base as a bare minimum for the continuance of the daily business. Facilities for teaching may not always be available and assistance would be available from Education Property.

- **In producing a plan, you should identify the range of crises, or incidents that could affect your school. These may include the need to evacuate or contain students and staff at short notice.**

- **Establish a mechanism for communicating to/alerting CIMT and key personnel** (including all staff, students).
  - Contact lists/cascade systems
  - Contact/rendezvous points
  - Emergency assembly areas
  - Include out of hours numbers in your system
  - A resource kit should be prepared in advance and maintained in a "grab pack" for immediate use e.g. copy of plans, site plans, contact lists (staff, governors, pupils), logs, emergency contact card, stationery etc.

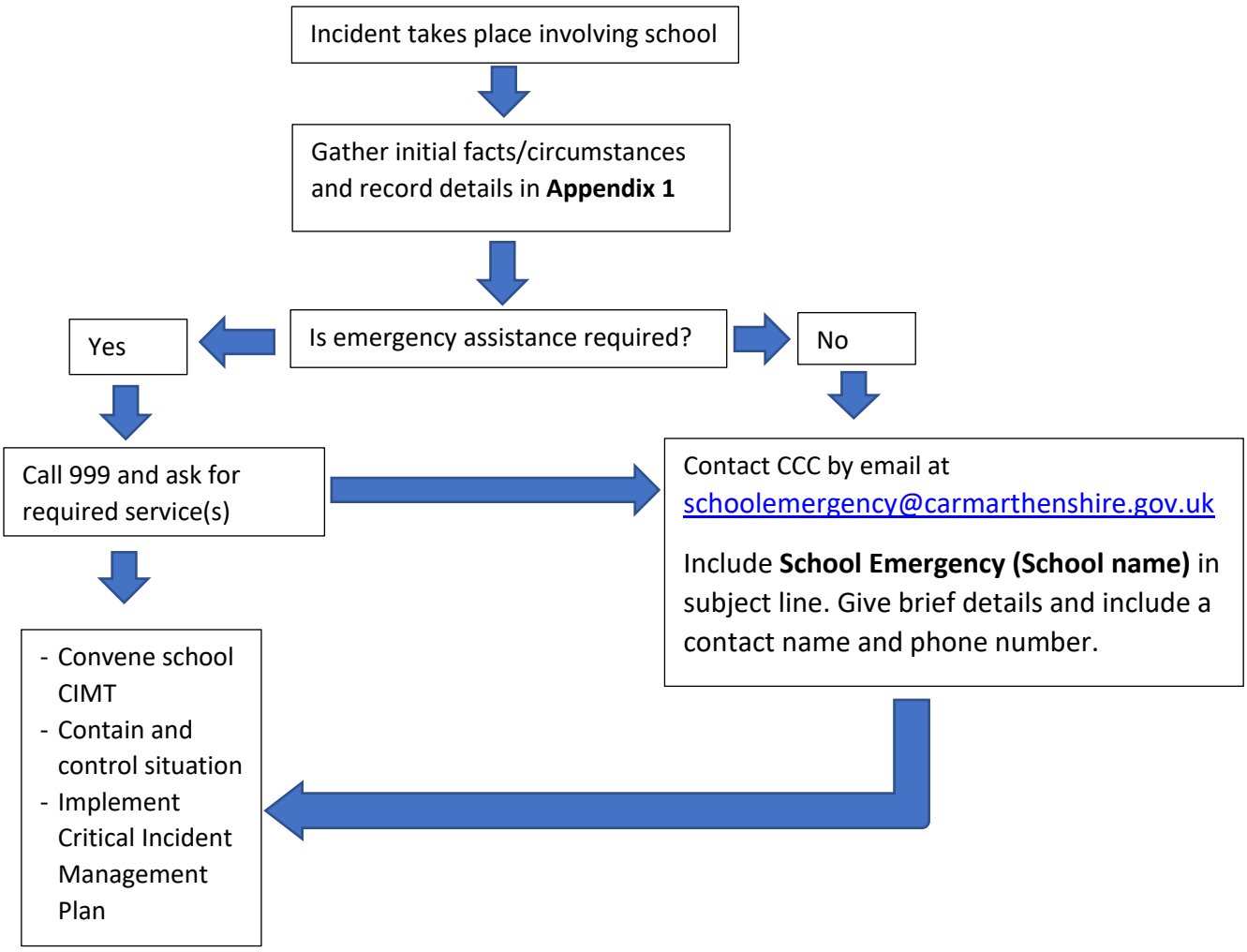
- **Ensure all communication systems and procedures are in place, known to key staff and kept up to date. They should be included in the off-site copy of the emergency plan.**

Remember, some incidents may run for days so plan for standby and roster arrangements. Carry out a simulation exercise to explore how a critical incident may unravel. Identify as part of the SDP any additional needs for training. **Revise plan as necessary**.

2. Critical Incident Management Plan

(a) Immediate Response

On first receiving notification of the incident, the head teacher or designated senior staff member will need to make an immediate assessment. The following initial protocol should come into action:



The Local Authority will be in a position to provide the school with a range of assistance through mobilising key service and support functions. Upon being notified of an incident via the emergency email trigger, the following actions will be undertaken by the Council's Critical Incident Team, under the direction of the **Lead Officer,** who will be a senior officer from within the Education and Children's Services Department and who will be appointed by the Director of Education and Children's Services:

Immediate Actions for CCC Lead Officer

- Contact school to determine nature and status of incident and discuss necessary immediate actions
- Decide on necessary composition of CCC CIT. To include at the outset Principal ESA, Senior Health & Safety Officer, representative from Media Team, other senior officers as deemed necessary by the nature of the incident. Other members added as necessary. This could take place over subsequent days and weeks.
- Liaise with and provide updates to Marketing and Media
- Contact Legal Services for advice
- Liaise with Emergency Services if necessary (could be via school HT)
- Contact appropriate Chair of Governors

- Contact Diocesan/Church Education Authority Officer if appropriate
- Liaise with other services e.g. gas services, electricity services, water, CCC Property Services
- Provide regular updates to the Chief Executive, Councillors, legal representatives, press office and family members etc, in collaboration with the school.
- Lead officer or a senior officer appointed by the Lead officer will become part of the school's CIMT and co-ordinate the Council's support for the school throughout the period of the incident.

A: Issues requiring immediate response by the school – *the 'Golden Hour'*			
Action Point	**Guidance Note**	**Action by**	**Done or N/A**
1. Gather information.	• Complete Incident Log (Appendix 1) • What happened/where/when? • Call the emergency services if necessary. • How many involved; who are they? • Name and contact numbers of adults at location of incident. • Details and location of injured (severity, name of injured and supervising adult(s) name(s)/contact number). • Details and location of non-injured names, and supervising adult(s) names(s)/contact number. • Has anyone else been informed e.g. emergency services (what were they told?) • Inform Carmarthenshire County Council Critical Incident Team on schoolemergency@carmarthenshire.gov.uk (24 hours)		
2. Convene school Critical Incident Management Team (CIMT) for briefing.	• Identify who is to be the school's lead officer and 'Loggist'. • Decide which key individuals need to be involved. Assign tasks and ensure each individual knows what is expected and logs their action on a central log of events record sheet. • Consider whether you may need to close the school but where possible avoid closing and maintain normal routines. • Identify a member of CIMT as the person to co-ordinate information (SPOC).		

	• Liaise with CCC Lead Officer on any short term physical support that may be required from CCC services. These could be: - Health and Safety - Media and communications - Property Services - Cleaning - Transport, although there may be others.		
3. Ensure that the school site is made safe for staff, pupils and visitors.	• Secure the immediate safety of pupils and staff - this may include evacuation or keeping pupils and staff inside the building (sheltering) or implementing the school's **Lockdown Protocol**. • Establish the location of all pupils, staff, and visitors using timetables, registers, and the visitor's book, and make a list of those unaccounted for. • Liaise with and provide access for emergency services as necessary. • Safely evacuate school building or parts thereof as necessary. Consider relocation to other premises or part of school. If partial evacuation, consider where staff or pupils are to be accommodated or whether they need to go home in the first instance. Ensure that parents/carers do not take pupils away without being directed to do so. • If a decision is taken to close the school, liaise with the Lead Officer who will contact the School Transport division and arrange for pupils to be collected. • Open/close parts of school as required, and arrange to turn off water, gas, and electricity supplies if necessary. • Establish safe access and egress points to school building and key areas. • Liaise with Property Services and Health and Safety support provided by CCC as necessary. • Ensure that the Asbestos Log is available if required. • Ensure access to/availability of Fire/Intruder alarm system controls, location of hazardous substances/chemical stores. • Ensure security of school premises. • Consider a staff rota and ensure that staff take regular rest periods.		

	• Make arrangements for reuniting pupils with their parents/carers		
4. Establish a base for CIMT to operate and agree on communications protocol.	• CIMT to agree a statement for all incoming calls, which can be managed by properly briefed staff or via informative answer phone messages where not all school lines can be operated personally (e.g. after school hours). Support for this can be obtained from the Council's Media and Marketing Team who will be represented on the Council's own Critical Incident Team. • CIMT to brief personnel having direct links with public/media (factual brief statements only). (Discourage any speculative discussion; refer all press enquiries to Council Media and Marketing Team in the case of a serious incident). • Agree with Council Media Team officer on a press release. • Ensure dedicated telephone line(s) or mobile phones for outgoing and incoming calls are available. • Ensure school reception is adequately staffed to deal with queries and calls from parents. • Action the 'telephone cascade' for staff and governors (where appropriate) to keep information flow fast and accurate. • Instruct staff not to speak directly to the media but refer all enquiries to the Headteacher or other person designated as being responsible for contact with the media. Staff should not share or respond to any information relating to the incident on social media.		
5. Contact families whose relatives (children and adults) are or may be involved	• Should be done quickly and with great sensitivity, preferably by a CIMT member – but remember it is the responsibility of the police liaison officer to inform next of kin in the event of a death. In event of a major incident the police may give advice regarding naming badly injured people or fatalities. • Consistency of information is essential, therefore use CIMT agreed statement and most up-to-date information from your contact adult on site. • Immediately inform parents/carers of any injured pupils of what has happened and where their son/daughter is, recording what their plans are, eg to travel to their son/daughter, any assistance they need and any means of communications with them (eg mobile phone number).		

	• If the incident is related to a school visit, parents should first hear of the incident from the school (or from the visit leader), not from hearsay or from the media. This may be difficult as students on the visit will have mobile phones and social media access. Information given must be limited until the facts are clear and all involved parents/next of kin are informed. Inform parents/carers of any other pupils on the visit but not directly involved in the incident. • Try not to leave messages or use extended chains of communication. • Establish a reception base for concerned relatives coming to the school. • Ensure this is staffed by people who can comfort and inform relatives. Maintain direct contact with this base.		
6. Prepare general information for all parents/ staff/ governors.	• If you have concerns about issues of legal liability or the likelihood of police action, any further information should be checked and agreed with the CCC Lead Officer and Media Team who may need to consult with relevant agencies, before letters/emails are issued to the wider school community. • Information should be simple, factual, express sympathy, concern, and should indicate when further information may be provided. Sample template letter is provided in Appendix 3. • Ensure CIMT have a schedule to brief staff on a regular basis. • Ensure all staff (teaching and non-teaching) and governors are discouraged from speaking to the media. This responsibility should be referred to a named person in the team and/or the Media Team.		
7. Briefing pupils	• Usually, best managed in class or smaller groups by adults best known to the pupils. The agreed statement can then be delivered in a way which is appropriate to the group. • A large gathering can generate hysteria, which can become a management problem in itself.		
8. Briefing Media	• A member of the CCC Media Team will have been assigned to the CIT and, under the direction of the Lead Officer will be able to liaise swiftly to direct press/media interest away from the school and CIMT,		

	to enable it to focus on internal response and support for the school community. • A member of the school CIMT should be identified to keep the Media representative well briefed at all times and especially as the situation evolves. • In developing your Emergency Plan, you may wish to invite a member of the Media Team into school to support any training sessions for CIMT members and provide coaching in dealing with the media. Once the initial response to the incident has been made, there is often a demand for a media statement direct from the school and the team can assist with relevant training and preparation.		
B: Issues that will need to be resolved as soon as possible			
9. Ensure continuing support for needs of pupils, staff and relatives of those involved in the incident is planned.	• A member of CIMT should be identified as having responsibility for ensuring continuing support. • The CCC Lead Officer will have mobilised support from a range of agencies able to offer support and counselling to those immediately affected. These could include: - Educational Psychologists - Experienced counsellors - Social/Children's Services personnel - Safeguarding professionals • You will need to discuss likely continuing needs with relevant professional staff. Local religious communities may be able to contribute or take a lead in providing a longer-term focus for support.		
10. Provide a focus for expression of sympathy and grief, if necessary	• You may wish to place a table in the school foyer or a vase of flowers, with a book for tributes/condolences. Sufficient space for items of remembrance may be helpful – the public and the school community may wish to place flowers or other tributes which can block fire exits or emergency service access points if not managed. • It may be more appropriate to negotiate a location away from school, eg church or public building.		
11. Provision of ongoing information	• In your statements to the press and letters/emails/social media statements to the wider school community, you should indicate when you expect to be able to give more information. Try to honour this even if the update is very limited. You will		

	create tension or possibly aggravate recipients of your information if your timescales are not adhered to. • Clear all statements with the your link Media Officer and the Police if necessary.		
12. Acknowledge the consequences of the event on the school's community, their reactions, and feelings. Provide opportunities for pupils and staff to express personal reactions (immediate and continuing need).	• The incident may cause stress throughout the school. • Acknowledge openly that the incident may affect people (children and adults) emotionally in different ways and at different times. • Recognise that the behaviour, engagement and performance of children and adults may change. • Recognise that not all staff will feel able to support others. • Be aware of staff who are taking the brunt of supporting others, and ensure that they, too, receive support. • Pupils should be encouraged to talk about their feelings in class, smaller groups, or individually, with active listening, ideally in their preferred language. • Some pupils may show signs of needing support beyond the staff's competence or confidence. Extended counselling should be identified (with parental permission). • Staff closely affected by the event should have opportunities for debriefing and counselling if they require it. • Staff responsible for managing the critical incident should be offered supervision and relief. • Some adults and children may need therapeutic help for an extended period after the event.		
13. Further ongoing considerations	• The CIMT may need to consider: - Attendance at a funeral. (It will not normally be appropriate to close the school – check with Chair of Governors and Director). - Visit(s) of staff/children to hospital. - Expressions of sympathy and support to families affected. - An assembly or service to mark the event. - A memorial in the school or school grounds. It is advisable to consider this carefully and ensure full consultation with all parties.		

14. Re-establishing normal routines	• Normal routines should be established as soon as possible as these provide security and stability at a time of stress and/or emotional upheaval. • Bear in mind the need to create time and space for thinking and grieving about the event. • Pupils should be encouraged to resume normal attendance. • Children who cannot attend school due to injury or distress may need other ways of maintaining contact with the school and school personnel. • Consider how/when personal effects of deceased pupils should be removed.		
15. Stand down of critical incident	• The decision to stand down will be made by the head teacher in consultation with the CCC Critical Incident Team's Lead officer. Consideration will be given to the following: - Assessment of risk / development of situation. - When services return to essential levels. - When services return to previous (normal) levels.		
16. Debrief	• Debriefing is an important part of the incident management process. All staff involved in responding to an incident will be debriefed after a disruption. This will normally be arranged by the head teacher in collaboration with the CCC Lead Officer. The following principles should be discussed and noted: - The process should be open and honest and is particularly important when it comes to disseminating lessons learned. - Highlight what went well. - Discuss areas for improvement. - Discuss lessons identified. - Agree any changes to the Emergency Plan. - Update the school's Emergency Plan.		

Managing Critical Incidents- Summary

Task **Ensure pupil and staff safety and contact necessary emergency support agencies**	**Time Scale**
Obtain as much factual information as possible at start of crisis.	Immediate
Alert Headteacher; Headteacher to alert the LA.	Immediate
Activate the Critical Incident Management Team.	Immediate
Start the Action Log.	Immediate
Make arrangements for handling the media.	Immediate
Carry out quick appreciation of immediate response required.	Within first hour
Select and set up control arrangements.	Within first hour
Call a staff meeting to give information.	Within hours if practicable
Inform pupils in a sensitive way – small groups if appropriate.	Within hours if practicable
Arrange a debriefing meeting for staff involved in incident.	Before leaving school
Arrange a debriefing for pupils involved in the incident.	Before leaving school

Even when the incident has ended, arrangements to return the school to normal could continue for some time.

Facilitate support for vulnerable pupils.	Next few days, or longer
Funerals, rituals, and memorials.	Next few days
Decide/agree a range of response and support measures. These have potential to run for many weeks/months.	As soon as possible
Suggested reading and other resources.	As soon as possible
Review and revise plans in light of experience.	As soon as possible
Reflect on and evaluate response to incident Complete Critical Incident Evaluation Form	Next Few Weeks

Planning Checklist

The following checklist may assist in preparing an Critical Incident or Emergency Plan.

Suggested coding:	A	-	In place
	B	-	Still needs to be done
	C	-	Not relevant

The following documents and information should be available in school and off-site. Where possible a hard copy should be available as well as electronic.

Up-to-date information about:	**Code**
Pupil, staff, Governor, Key Holder emergency contact details	
LA emergency contact numbers – awareness of schoolemergency@carmarthenshire.gov.uk	
Bus/Coach lists (in event of school trips/visits). School Transport will maintain pupil lists of school contract transport and will make these available if directed by the Lead Officer.	
Emergency supply/support list	
Information sheet providing key basic details about the school (for emergency services, media, etc)	
Up-to-date site plan (including critical locations, e.g. chemical storage, key salvage priorities, gas, electric and water mains control positions, IT infrastructure hubs.)	
Pupil/staff movement data (timetables/registration – who is where and when).	
People, groups, or organisations who visit or use the school and would need to be informed.	
People and groups used by the school e.g. suppliers and contractors.	
Location of keys to minibus, school safe etc.	
Copy of Asbestos log.	
Back-up computer disks/hard drives for all accounts. These should be stored remotely in any case unless the school has cloud back-up.	
Details of names, location, significant medical information, and contact details relating to all pupils and staff off-site on educational visits at any time.	
List of qualified first aiders	
Lockdown protocol	

A plan for communication:

Evacuation procedures – visible and practised	
CCC media – what support is required?	
Telephone lines – private, mobile, emergency access, social media use.	
Small room/quiet area for Police statements, counselling, or interviews.	
Alternative location for school co-ordination.	

Management support:

Access to qualified first-aiders	

Screening of entrances/exits – siting of school/emergency office? Closure of blinds/curtains on the ground floor to protect from media interest	
Instant assemblies to release teaching staff	

Other required documents/information:

Appendix 1

CRITICAL INCIDENT ACTIVATION

Information about an incident will most likely come from the head teacher or other senior member of staff. Whoever receives the alert should ask for, and record, as much information as possible.

Name of the person informing of the incident	
Details of the incident: **What kind of incident is it, eg death of child/fire/etc** **What immediate/potential hazards are presented?** **Access to site?**	
Who else has been informed **(eg emergency services etc)**	
Exact location of the incident	
Details of any casualties – physical or wellbeing	
Any action taken so far	
Name/contact details of Single Point of Contact (SPOC) at the scene **Name of CIT SPOC (if different)**	
Which/how many emergency responders are required or already attending?	
Is there a need for immediate media response?	

What is the Common Operating Picture? • **What? What has happened? What is happening now? What is being done about it?** • **So what? What might the implications and wider impacts be?** • **What might happen in the future as a consequence of the incident?**	
Does school have staff/leadership capacity to manage response? **Additional personnel support required at scene?**	
What immediate assistance is needed from school and CCC services and personnel? To include: • The school head teacher or other senior staff member • School designated Education Support Adviser • Legal Services representative • Health and Safety Adviser • Senior Property Services officer • Senior Education and Child Psychologist • Senior Safeguarding Officer • Senior Social/Children's Services officer • Senior Catering Manager • Senior Leisure Services Manager • Cleaning Services Manager • School Transport Manager • Senior Business Partner (HR) • Executive Board Member • Any other relevant officer as deemed necessary	
Date/time of next CIMT Meeting	

Appendix 2

Action Log Template

Date	Incident	CIMT Meeting Venue: Present:	Loggist Print: Sign:	Staff Lead Officer Print: Sign:	
Time	**Consideration of Options/Decision Required**	**Action**	**Rationale**	**Other Actions Considered**	**Responsible Person**

Appendix 3

Sample Letter Template

Dear Parents/Carers

You may have heard?
It is with great sadness and regret that I have to inform you ……..
(Known facts of the incident)

As a school community, we are all deeply affected by this tragedy/
I am sure that you will wish to join me and my staff in offering our condolences and sympathy to those affected/to……..
(refer to individuals/families affected only where it is appropriate to release this information)

I have now spoken to all pupils and staff in school about what has happened, and you will need to be aware of the following arrangements that we have now made:
Details about

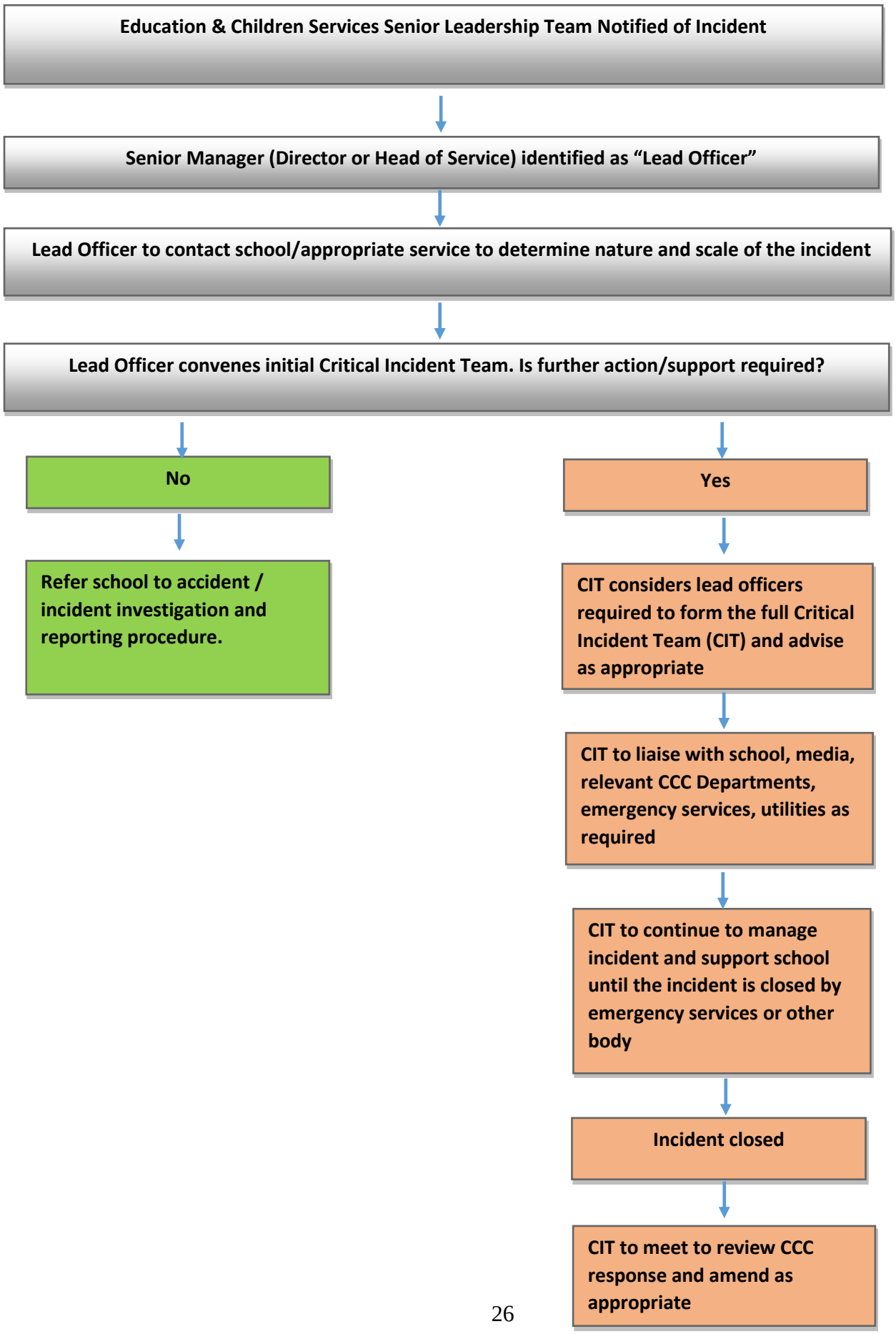
- school closure
- changes to timings of school day
- transport
- Premises management alterations
- lunchtime arrangements
- changes to staffing
- arrangements for specific classes/year groups
- counselling

(if appropriate, advice about media contacts)

I think it is very important that we all take the time to talk with and reassure children about what has happened. This is likely to be a very difficult time for us as a school community and we will all need to support each other.

We appreciate the expressions of concern we have received; however, it would be helpful if parents did not telephone in to the school during this time so we can keep phones and staff free to manage the situation.

Appendix 4
Education and Children's Services Department Critical Incident Protocol



Appendix 5

Lockdown and Critical Incident Management Arrangements for Carmarthenshire Schools

Specific Guidance for Head Teachers and Senior Managers

3rd October 2022

Cyngor Sir Gâr
Carmarthenshire
County Council

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This guidance should be read in conjunction with WECTs "*Protecting Schools – An integrated approach" – Toolbox for Head Teachers.*

This guidance is available from South Wales Police - WECT

1.0 Introduction

Lockdown is the ability to quickly restrict access and egress to a school site or building (or part of) through physical measures in response to a threat, either external or internal.

The aim is to either prevent pupils, staff or visitors from moving into areas of danger or preventing/frustrating an attacker from accessing a site (or part of). Due to their nature, some school sites may not be able to physically achieve lockdown.

Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils.

Procedures should aim to minimise disruption whilst ensuring the safety of all pupils, staff and visitors.

Examples of situations that may trigger a full or partial lockdown include:

- A reported incident/civil disturbance in the local community
- An intruder on the school site
- An intruder in the school building
- A warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud etc.) or chemical, biological or radiological contaminants.
- A major fire in the vicinity of the school.
- Extreme weather conditions e.g. Met Office Red “Risk to Life” warning issued
- Instruction issued by the police or other emergency services

In addition to this guidance, schools should read and consider the Stay Safe principles published by the National Counter Terrorism Security Office (NaCTSO) that details the actions that should take in the event of a fire arms or weapons attack

2.0 Creating Lockdown Procedures for Schools

All schools should consider the need for an effective and tested lockdown procedures. Schools should consider two types of lockdown; 'partial' and 'full'. These arrangements would be determined by schools on an individual basis, as they will be dependent to a large extent on local circumstances such as premises design and layout, class arrangements, resources available, etc.

It is not possible to develop a specific guidance document for each school. Therefore, the following general principles should be included by schools in their plans (***It is intended that this procedure should be amended and adapted for your individual school needs)***:

- A senior member of staff is nominated as Lockdown Manager (LM) (plus deputies in their absence) to initiate, manage and conclude the lockdown.
- Larger schools may consider nominating Assistant Lockdown Managers (ALM) to supervise in specific areas of the school e.g. Heads of Departments
- A recognised signal, audible throughout the school is used to alert staff to the activation of the plan. This signal should only be used for this purpose.
- The creation of an action plan to be implemented in the event of a partial or full lockdown
- The use of the fire alarm should be avoided to prevent an incorrect response to an incident.
- Pupils/staff who are outside of the school buildings should be brought inside as quickly as possible.
- Those inside the school should remain in their classrooms or proceed directly to the nearest classroom.
- All external doors and, as necessary, windows are locked (depending on the circumstances, internal classroom doors may also need to be locked).
- Blinds/curtains drawn and windows on internal doors covered.
- Once in lockdown mode, staff should notify the LM immediately of any pupils not accounted for and any additional pupils/staff in their classroom via the agreed communication channel.
- The school should establish communication with the Emergency Services as soon as possible.
- Carmarthenshire County Council (LA) should be notified as soon as practical via Department of Director of Education & Children Services - schoolemergency@carmarthenshire.gov.uk
- If it is necessary to evacuate the building, the fire alarm should sound.
- The school should arrange suitable alternative accommodation for pupils and staff in the event of the school being evacuated.
- Ensure procedures are in place for members of staff who do not have a regular office or classroom.
- Ensure catering, cleaning, breakfast club staff are included in your school lockdown plan.
- Establish an official lockdown termination announcement/signal so that all staff know that it is authentic, that is only used for this purpose.
- Specific arrangements should be made for pupils/staff with different needs (i.e. hearing/visual impairment or mobility needs).
- Areas in the school that cannot be effectively locked down should be identified and the lockdown procedures should include instructions on removing staff and pupils from these areas to an alternative place of safety (i.e. toilets/outbuildings).
- Geographical location –when considering likely response time of emergency services

3.0 Partial Lockdown

3.1 Alert to staff: 'Partial lockdown'

This may be as a result of a reported incident / civil disturbance in the local community with the potential to pose a risk to staff and pupils in the school. It may also be as a result of a warning being received regarding the risk of air pollution, etc.

Staff and pupils should remain in the school building and all doors leading outside should be locked and windows secured. No one should be allowed to enter or leave the building; however teaching and work can continue as usual. Schools should make an informed decision as to whether pupils should remain in class rooms or be allowed to travel around the school. Staff and pupils engaged in outdoor activities should be called back into school.

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

All situations are different. Once all staff and pupils are safely inside, the LM and senior staff will conduct an ongoing and dynamic risk assessment based on advice from the Emergency Services.

3.2 Partial Lockdown - Immediate action

- The school is alerted to the activation of the plan by a recognised signal, audible throughout the school that is only used for this purpose.
- Emergency services notified via LM
- Carmarthenshire County Council (LA) should be notified as soon as practical via Department of Director of Education & Children Services - schoolemergency@carmarthenshire.gov.uk / argyfwngysgol@sirgar.gov.uk
- All outside activity to cease immediately, pupils and staff return to building. (There needs to be a means of communicating the alert to duty staff at break times, sports lessons etc.).
- All staff and pupils remain in the building and external doors and windows locked.
- Free movement may be permitted within the building dependent upon circumstances.
- In the event of an air pollution issue, air vents, fans, heating and air conditioning systems should be closed or turned off.
- Use anything to hand to seal up all the cracks around doors and any vents into the room – you aim to minimise possible ingress of pollutants.

Staff should await further instructions from the Emergency Services who will advise on the best course of action in respect of the prevailing threat**.** Pupils must not be released to parents during a lockdown unless authorised by LM or emergency services.

Staff and pupils should remain in partial lockdown lock down until it has been lifted by school's LM/ALM or the emergency services.

If at any point during the lockdown there is a requirement to evacuate the school, this should be activated by the fire alarm. **The fire alarm should not be used to raise the initial alarm as it may trigger an evacuation that could lead pupils and staff to the source of danger.**

4.0 Full Lockdown

4.1 Alert to staff: 'Full lockdown'

This signifies an immediate threat to the school or may be an escalation of a partial lockdown. The aim of a full lockdown is for all pupils, staff and visitors to be located in a place of safety and the school and its rooms to appear empty.

In the event of a firearms or weapons attack, the Stay Safe guidance at annex A should be followed.

The fire alarm should not be used to raise the initial alarm as it may trigger an evacuation that could lead pupils and staff to the source of danger

Schools should use the following procedures as a guide to develop their own arrangements:

4.2 Immediate action

- The school is alerted to the activation of the plan by a recognised signal, audible throughout the school that is only used for this purpose.
- Emergency services notified via LM
- Carmarthenshire County Council (LA) should be notified as soon as practical via Department of Director of Education & Children Services - schoolemergency@carmarthenshire.gov.uk / argyfwngysgol@sirgar.gov.uk
- All outside activity to cease immediately, pupils and staff to return to building. (There needs to be a means of communicating the alert to duty staff at break times, sports lessons etc.).
- All pupils/staff kept in their classroom or moved to the nearest designated safe place.
- Non-teaching staff (administrative, catering, cleaners) should remain in their workplace.
- External doors locked. Classroom doors locked (where a member of staff with key is present) or barricaded with available classroom furniture if doors cannot be locked.
- Windows locked, blinds drawn, windows covered (so an intruder cannot see in).
- Pupils/staff sit quietly out of sight and where possible in a location that would protect them from gunfire (. Consider locations behind substantial brickwork or heavy reinforced walls).
- Lights, smartboards and computer monitors should be turned off.
- Mobile phones turned off or onto silent mode so they cannot give away your position.
- A register to be taken of all pupils/staff in each classroom/office.
- Communicate register of staff/pupils to a pre-agreed central office including the details of other pupils or staff in the classroom.

Once the lockdown has be activated the LM and staff should await further instructions from the Emergency Services who will advise on the best course of action in respect of the prevailing threat**.**

Staff and pupils should remain in lockdown until it has been lifted by the school's LM/ALM or the emergency services. **Pupils must not be released to parents unless authorised by LM or emergency services.**

If at any point during the lockdown there is a requirement to evacuate the school, this should be activated by the fire alarm. **The fire alarm should not be used to raise the initial alarm as it may trigger an evacuation that could lead pupils and staff to the source of danger.**.

5.0 Communication

5.1 Internal Communication

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

Examples of discreet communication channels might be:

- Where staff have access to an internal e-mail system, they could access their account and await further instruction. In practical terms, staff would need to be familiar with accessing their account through a variety of means e.g. laptop, smartphone or tablet.
- Other methods including as text messages or WhatApp could be used as appropriate
- Where a school uses 'Parentmail' or other systems, then staff could be put into a defined user group. This could then be used to communicate instructions via text message in an emergency.
- Staff should avoid using the internal telephone system as this should be kept clear for communication with emergency services

5.2 External Communication

It should be anticipated that in the event of a lockdown a large volume of calls will be made to both the school and Local Authority with requests for information and updates. These can be from parents, press, TV News Channels and public.

During the lockdown, only the LM should communicate details of the threat to the emergency services and the Local Authority. This will avoid duplication and contradictory information.

The Local Authority via the Marketing and Media Team will provide parents, the press and others with timely and accurate information until the lockdown and subsequent debrief is completed.

Communication with parents should provide reassurance that the school understands their concern for their children's welfare and that everything will be done to ensure their children's safety. It may be useful for schools to develop a pre-recorded voice message to inform callers that the school is in lockdown and request that parents do not come to the school as pupils will not be released until the emergency services have declared the lockdown over. This message should also contain the details of alternative numbers parents and others should call for information and updates.

Consideration should be given as to whether other means of communication including social media are appropriate at this time.

5.3 Emergency Services

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The school site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the lockdown.

In the event of a prolonged lockdown or more severe scenario, emergency services, local authorities and voluntary sector organisations will work together to co-ordinate practical and emotional support to those affected by any emergency. This response will be co-ordinated via Education & Children Services. A

reception centre for friends and family could be set-up outside of the cordoned area e.g. at a local Leisure Centre, church hall. community centre.

6.0 Training

Due to the fast moving nature of incidents that could trigger a lockdown, it is important that staff are able to act quickly and decisively to protect themselves, pupils and visitors.

All staff should have a clear understanding of their roles and responsibilities in a lockdown situation and fully understand the procedures to be adopted by their school.

In particular, those with key functions including:

- Lockdown Manager and Assistant Lockdown Manager(s)
- School's Senior Management Team
- Administration staff
- Teaching and non-teaching classroom staff
- Site managers/caretakers

As appropriate for their age and cognitive ability, pupils should also be made aware of the plan (regular practices will increase their familiarity).

Staff's understanding should be checked with regular training refreshers. A lockdown drill should be undertaken at least once a year and thoroughly reviewed to monitor the effectiveness of your arrangements. This could be done as a walkthrough with staff if appropriate or as a desk top exercise.

Parents should be informed that the school has a lockdown plan and that it will be regularly tested. However, for obvious reasons it is not advisable to share the contents of the plan.

It would be good practice to:

- Conduct table top exercises with the School's Senior Management Team to test the procedures
- Practice lockdown arrangements with all staff and pupils against various scenarios
- Display lockdown arrangements information in staff rooms
- Establish agreed methods of communication from staff to the lockdown manager should a dangerous intruder be located on the school premises.
- An overview sheet outlining the school's procedures will be displayed in the staffroom and other places throughout the school as appropriate (see Appendix C).

7.0 Post Incident

The LM should arrange a debrief for staff, pupils, parents, LA Officers and others as soon after the incident as is reasonable. The aim of the debrief is to measure the effectiveness of the way the lockdown was initiated and carried out. It will identify any weaknesses or gaps in the effectiveness of the school's planning and operation and also what worked well.

These should be recorded, and the school's procedures amended as appropriate.

8.0 Conclusion

No guidance can cover every possible scenario, but with effective planning and communication, everyone will be prepared should a lockdown situation occur. The more planning, preparation and practice that has taken place, the greater the chance there will be less panic and confusion, enabling staff to protect the children in their care to the best of their ability.

Appendix 5A - NaCTSO Stay Safe - Firearms and Weapons Attack

'Stay Safe' principles (Run Hide Tell) give some simple actions to consider at an incident and the information that armed officers may need in the event of a firearms and weapons attack.

Full guidance is contained on the NaCTSO website:
https://www.gov.uk/government/publications/recognising-the-terrorist-threat

Run

- Escape if you can.
- Consider the safest options.
- Is there a safe route? RUN if not HIDE.
- Can you get there without exposing yourself to greater danger?
- Insist others leave with you.
- Leave belongings behind.

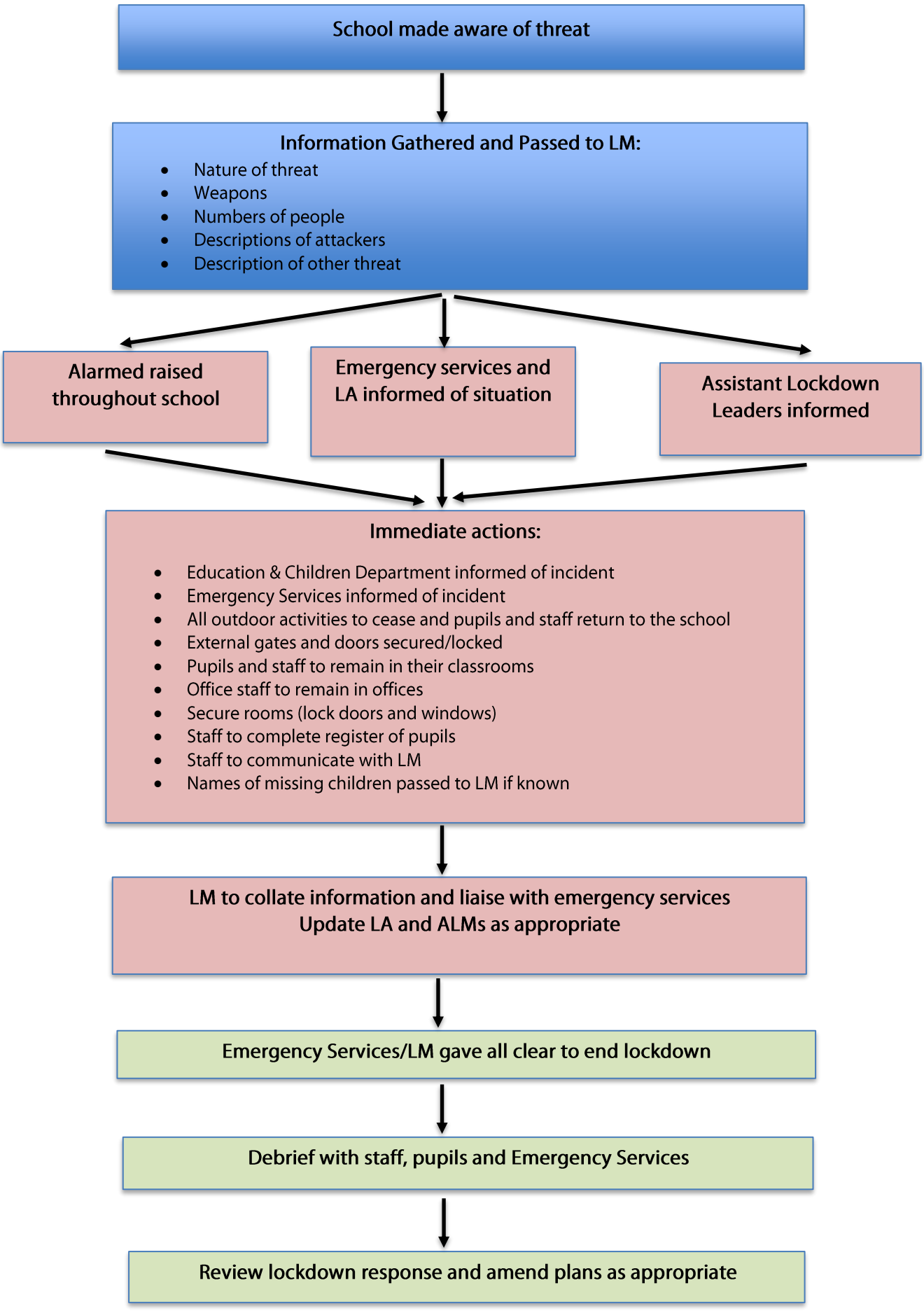
Hide

- If you can't RUN, HIDE.
- Find cover from gunfire.
- If you can see the attacker, they may be able to see you.
- Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal.
- Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls.
- Be aware of your exits.
- Try not to get trapped.
- Be quiet, silence your phone.
- Lock / barricade yourself in.
- Move away from the door.

Tell

- Call 999 - What do the police need to know?
- Location - Where are the suspects?
- Direction - Where did you last see the suspects?
- Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
- Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
- Stop other people entering the building if it is safe to do so

Appendix 5B – In School Lockdown Flow Chart



Appendix 5C – School's In House Lockdown Arrangements

Insert the name and address of school and the name of head teacher

School Security Action Plan

This document outlines the actions to be taken to support security and safety at the school in the event of a significant threat to the safety of staff, pupils and visitors.

It is to be read and understood by all members of staff and communicated to visitors as appropriate

The main areas of attention contained within the document are:

- Lockdown (Full and Partial)
- Invacuation/Evacuation
- Weapon or Firearm attack
- Suspect Post or Parcels
- Suspicious Items
- Suspicious Vehicles
- Communication and Training
- Integrated security

Effective security plans are simple, clear and flexible, but must be compatible with any existing plans i.e. fire safety strategies.

Everyone must be clear about what they need to do in a particular incident.

It is important that visitors to the school i.e. deliveries should be aware of invacuation, evacuation and lockdown procedures in the event they are implemented during their visit to the school.

LOCKDOWN PROCEDURES

These procedures will provide our school with the ability to quickly restrict access and egress to the site or building through physical measures in response to a threat. The aim of the lockdown procedure is to prevent people moving into the dangerous areas of the school or preventing/frustrating the attackers from accessing the site (or part of it). The initiating threat can be either internal or external to the school.

There are three probable threat scenarios that will require the school to go into lockdown:

- Threat from outside the school
- Threat inside the school
- Threat in the immediate vicinity of the school

This section of the document will address the options of Partial and Full Lockdown.

- In a partial lockdown staff and pupils should remain in the school building and all doors leading directly outside should be locked. No one should be allowed to enter or leave the building; however teaching and work can continue as usual. (Depending on the Threat) In a partial lockdown the individual room doors are not usually secured and pupils and staff can engage in normal activities within the rooms, though movement around the school may be restricted or stopped.

- A Full Lockdown signifies an immediate threat to the school and may be an escalation of a partial lockdown. The aim of a full lockdown is for the entire school and its rooms to be secure and secondly to appear empty.

Contingency Plan

The school will not immediately respond to a fire alarm if it sounds during a Lockdown as it may be a ploy by an armed intruder.

The staff and pupils should stay calm in their Lockdown area if safe to do so and attempt to verify the fire alarm activation with on-site contact or emergency services.

If fire is verified, follow school fire/evacuation procedures.

LOCKDOWN PLAN

The following information should be used to detail your school's specific arrangements for initiating and managing a full or partial lockdown. It should be made available and communicated to all staff and reviewed and updated as appropriate.

You should identify and indicate your school's specific lockdown arrangements in the following boxes

Examples may include:

How will the school notify staff that a lockdown is occurring?	• Lockdown alarm • Alert sent to all staff • Global e-mail sent to all staff • Text Whats App message • Appointed person will communicate to all staff in their specified area. • Two way radio communication between Site staff and Senior Leadership Team. • Critical Control Responsible Persons communicate verbally within their specified area.
How will the school inform the Emergency Services that a lockdown is occurring?	Identify a delegated member of staff to contact (9) 999 and pass on the relevant information: • Nature of emergency • Name of school • Address and postcode • Contact details (name and phone number) • Other details as required
How will the school inform the LA's Senior Management Team in Education & Children Services that a lockdown is occurring?	Identify a delegated member of staff to contact LA's Education & Children Services' Senior Management Team - schoolemergency@carmarthenshire.gov.uk

Identify and list all access and egress points in both public and private areas of the school that will need to be secured and whom will be responsible. ***Access points may include externaldoors, windows and gates***	• Main Gate • Main Entrance (Pupil) • Visitors Entrance, admin block • Staff Entrance, admin block • 6th Form Entrance • Kitchen/ Dining room entrance • Fenced sport area • Play area • Nursery
Identify how quickly you can secure access/egress points and identify and list who is responsible.	**Critical Incident Control Team**: **Lockdown Manager/Assistant Manager:** Mr/Mrs xxx (Head Teacher) Mr/Mrs xxx (Business Manager) **Critical Control Responsible Persons**: **Admin Block**: Mr xxx **Science Block** Mr xxx Mrs xxx **Nursery:** Mrs xxx **Art Block**: Mr xxx **Kitchen/Dining Hall:** Mr xxx **PE Practical Outdoors:** Mrs xxx

Identify how you will confirm that the above access and egress points are secure	**Communications:** **E-mail/text/telephone notification to LM** Notification should be sent from nominated staff in the following locations to the LM to confirm that location is secured: • Main Gate • Main Entrance (Pupil) • Visitors Entrance, admin block • Staff Entrance, admin block • 6th Form Entrance • Kitchen/ Dining room entrance • Fenced sport area • Play area • Nursery **Example of message** Admin Block Secure: lockdown in place. **Telephone Contact** In the event that an e-mail or text has not been received, please remain by telephone as the LM will make contact via the internal telephone line. Please ensure that you reduce the telephone volume to a minimum
Identify who is responsible for passing on this information to the LM	
Procedure for Lockdown within the school for staff and pupils to undertake following notification of Lockdown ***See pages 5 & 6***	• Move immediately to nearest safe room with as many people as possible. • Lock and barricade door. Consider covering windows. • Turn off lights or maintain minimal lighting. • Move away from windows and doors • Turn mobile phones to silent • Keep calm and quiet. • Stay in room until all clear signalled by agreed method.

Identify how you will communicate the details of your lockdown plan to all staff and the arrangements for any associated training ***Who is responsible for co-ordinating the communication and training?***	The Lockdown/Security Action Plan is communicated to all staff during an allocated Inset day via the LM. The Lockdown Plan is practised once a year Table top exercises for management will be undertaken three times a year during allocated Inset days. This will be co-ordinated by the LM and appropriate SLT
Identify your arrangements for reviewing and updating your lockdown plan as appropriate	Frequency of review Who needs to be involved? Methods pf communicating changes to all staff

Suspect Post or Parcels

If a suspect package/envelope is discovered proceed as follows:

- Do not open the envelope or package
- Leave it and evacuate the room and keep others from entering
- Notify Senior Leadership Team who will then contact the police

Packages that are opened and found to contain suspicious material:

Contain the exposure

- Close off room (doors and windows), do not allow anyone other than emergency services personnel to enter
- Do not clean up suspicious material
- Do not touch your eyes, nose or any part of your body
- Wash your hands thoroughly with soap and water
- If clothing is contaminated do not brush of
- If possible, close down the buildings heating/air conditioning/ ventilation system
- Make a list of all people who have had actual contact with the powder (for investigation authorities)
- Notify Senior Leadership Team

Suspicious Item

If a suspicious item has been discovered, that is one which is out of place, a bag, a back pack or suitcase in an unusual place, then staff should seek to identify the owner of the unattended item. If no owner is identified, then the HOT principles should be applied.

Hidden – i.e. placed where not readily observed or noticed as unusual
Obviously – suspicious by its physical appearance
Typical – not typical of what you would expect to find in that environment

These items may have external wiring, visible batteries, switches, timers, circuit boards, secured by plastic adhesive tape, annotations on it, modified wooden or plastic boxes, contain powders or putty like substance, carefully wrapped plastic bags.

If deemed suspicious – call 999 and ensure all staff and pupils are moved away from the immediate vicinity. This should be at least 1000m away from the item.

Suspicious Vehicles

If a vehicle that has either entered the school grounds or is parked near the school is deemed to be suspicious as it should not be parked at that location or looks out of place in the area, or seems to have been at the location for a long time.

The school will initially try to identify the owner or driver of the vehicle and if this cannot be achieved then they will call 999 and provide the police with all available details.

In regards to suspicious vehicles, an exclusion zone should be established. This zone should be 200m minimum for a car and for a van it should be a minimum of 400m.

Communication and Training

It is essential that all staff are fully aware of and trained in the implementation of this security plan and comply with all security arrangements.

It is important that any staff or pupils that are away from the school when an incident occurs there is a method of communicating to them the situation happening at the school and where they should attend in the interim.