

The TRUE Learning Partnership (TTLP) recognises that whilst the safety of pupils, staff members and visitors on the Trust's premises is paramount, it is sometimes out of the control of the Trust. TTLP acknowledges the need for each school within the Trust to appropriately plan for the effective management of a crisis, and ensure that staff are prepared to deal with any critical incident that may arise.

#### Definition of a Critical Incident

A critical incident is an abnormal, unpredictable or unforeseen situation, which is beyond the scope of the everyday operation of TTLP and the schools within it. A critical incident threatens the health, safety and welfare of members of the Trust or the operation, and/ or the safety and reputation of the Trust as an organisation.

Critical incidents include, but are not limited to, the following:

- The death of a pupil, staff member, governor, trustee or member
- A serious incident involving a pupil or staff member on, or off, the school premises
- A violent intrusion onto the premises, e.g. a bomb alert
- Extensive damage to school property
- A fire, flood or explosion
- The effects of disasters in the wider community
- Incidents whilst on educational visits
- Epidemics
- Exposure to hazardous substances near, or on, the school premises

TTLP expects all of the schools in the Trust to provide a robust Critical Incident Policy which aims to;

- minimise disruption to the learning environment
- ensure the safety of all pupils, staff members and visitors
- lessen loss/damage to the assets or reputation held by the Trust

TTLP will provide a Critical Incident Policy template for all schools in the Trust.

The Critical Incident Policy must;

- Provide a framework for a staged response to any situation which may be deemed as critical and place the health and safety of any member of the school at risk
- Outline a quick and effective response to critical incidents
- Include a business and continuity plan
- Detail responsibilities of staff members at the school to take all reasonable actions in order to ensure the safety of its pupils.

#### The role of the Trust Board

The Finance, Audit and Risk Committee will have oversight of all Critical Incident Policies and will review them on an annual basis, taking into account;

- The establishment of a Critical Incident Management Team
- Clear guidelines and procedures for responding to a critical incident
- Processes for recording and logging incidents
- Procedures for monitoring and reviewing the Critical Incident Policy

# **LOSTOCK HALL PRIMARY SCHOOL**

## **POLICY ON RESPONSE TO A CRITICAL INCIDENT**

Handling crisis is a normal part of school life. Some incidents, however, are of a more critical and overwhelming character, in which staff, pupils and parents may experience acute, even prolonged distress. It is self evident that a school which has anticipated a major critical incident, and laid plans for managing a response, is likely to handle the actual event more effectively and confidently. This is the purpose of this policy. We cannot plan for every eventuality, but it is far better to be wise before the event.

### **What is a Critical Incident?**

An incident may be termed critical if for example:

- they involve the death or serious injury of an adult, colleague or child
- they are charged with profound emotion
- they attract unusual attention from the news media
- they involve serious threat
- they involve suicide
- they involve extremely unusual circumstances which produce a high level of immediate or delayed emotional reaction, surpassing the individual's normal coping mechanism.

### **Critical Incident Management Team (CIMT)**

It is important that a Critical Incident Management Team (CIMT) based on the Senior Management team of the school, is set up and all are aware of the staged action plan following a critical incident.

The CIMT shall consist of:

**HEAD TEACHER  
SENIOR LEADERSHIP TEAM  
CHAIR OF GOVERNORS**

A meeting of CIMT will take place at least once a year in order to update names and contact numbers.

Critical Incident Support cards providing guidance and contact numbers are kept in first aid kits.

## **Action Within Hours**

**The school (CIMT) will:**

### **1) Obtain and collate the following information**

- what has happened?
- where and when?
- name and contact number of an adult at the Incident site
- extent of injuries, numbers and names
- location of injured, name and contact number of adult present
- location of uninjured, name and contact number of adult present
- is help required from the school?

**NB** If an Incident involves police, they will take control of certain management issues

### **2)The CIMT shall be briefed once the information has been gathered.**

**A list will be kept and updated to inform the CIMT:**

- who has been informed
- who said what

### **3)The School will seek co-ordinated support from the LA:**

**Critical incidents involving a child, pupil, or member of staff should be reported by the school in the following way:**

**Office hours (08:30 – 17:00) contact ‘Children and families business management support team’ : 01606 275863 01606 271503 01606 271718 01606 288075**

**OUT OF office hours (before 08:30, after 17:00, weekends and bank holidays) contact Emergency Duty Team: 0300 123 5022**

**Critical incidents relating to property should be reported by the school to 01270 686888**

**All Critical Incidents should be reported to The TRUE Learning Partnership, by contacting P Cox (Trust Leader) or C Trask (Chief Finance Officer);**

**P Cox 01625 871811/ 07917 212651**

**C Trask: 01625 871811/ 07702 499215**

### **4) Communication**

**An Incident Management Room will be established.  
The incoming line will be 01625 467722 (office telephone).  
The outgoing line 01625 467721 (head’s office).**

**In the event of the broadband line failing, we have a separate BT line:  
01625 858193**

**The Governors will be kept informed through a cascade arrangement initiated by Governor CIMT member.**

## **5) Contact families where children are involved.**

- This is to be done quickly and with sensitivity. Consistency of information is vital.
- Names and contacts of any excursion party will be held centrally.
- Messages should relay known information, assurances of appropriate action being taken and should indicate if and when further information will be available.

It may be appropriate for parents to come into school to be ready for further information. Some people are likely to need immediate emotional support.

## **6) Information for Parents**

If there is any possibility of legal liability, police action or a health issue, the authority's Personnel Section and/or Health Authority should be contacted before the school issues information to parents.

It may be sufficient to inform parents with a letter sent with their children. It may be appropriate to call a meeting at school. Any prepared statement given to parents must contain certain necessary facts, expression of sympathy and possibly a message for the community. It is important to be aware that such communications are likely to be available to the media so consider seeking advice from the Media Relations Team. Timing of the letter is important - sometimes it may be better to delay the letter by 2 or 3 days or in other circumstances send the letter out immediately.

It is better if the LA Critical Incident Response Team checks the contents of the letter or statements.

## **7) Information for Teaching and Support Staff**

It is vital that all adults in contact with pupils are kept well informed and feel secure in handling questions and comments. Meetings to keep all staff informed will take place on a regular basis throughout the period of the incident, for example: during breaks, end of day, next morning.

Staff and Governors to be cautioned about talking to media.

## **8) Information to Pupils**

This is to be done in classes or small groups with great sensitivity and consistency while allowing for differences in their ability to understand. The information they receive should be consistent.

## **9) Encourage people to talk**

It is important to be attentive to the needs of staff and children. Time and space should be available for people to reflect.

## **10) Dealing with Media**

Before dealing with the media, the CIMT acting on behalf of the school will seek advice from the County Public Relations Section.

Guidance can be taken from "Managing the response to Critical Incidents in Schools". Staff should be cautioned about not talking to the media or answering questions from

reporters.

## **Handling the reactions of people affected**

Few of us have the skills needed to take the lead role in counselling. If a Critical Incident did occur, then we would take guidance from the LA and their publication "Managing the response to Critical Incidents in school. Section 3".

## **Review / Monitoring**

This policy and its guidance shall be considered annually by members of the Finance and Staffing committee .

June 2022

## BUSINESS CONTINUITY PLANNING

### Purpose of the Business Continuity Phase

The purpose of the business continuity phase of the response is to ensure that critical functions are maintained or resumed as quickly as possible during any disruption. This may involve activating one or more of our business continuity strategies to enable alternative ways of working. During an incident it is unlikely that we will have all of our resources available to us, it is therefore likely that some 'non critical' functions may need to be suspended at this time.

### Critical Function Analysis and Recovery Resources

Function Details					Resource Requirements				
	Critical Function	MTPD*	Recovery Time Objective	Minimum Service Level	Staff	Data/ Systems	Premises	Equipment	3 <sup>rd</sup> Party Dependencies
1	Safe and secure premises	5 days	Immediate		Site team, SBM and SLT	Fire/ Intruder Alarms Heat/light/ power	Heated room with access to water and toilet facilities	Tables / chairs / specific learning resources	N/A
2	Cleaning	1 day	1 day	Public areas and trouble spots	Team / Contractor	N/A	Access to public areas and cleaners store rooms if available	Cleaning equipment	May be some issues with SLA's
3	Catering	5 days	Immediate	Provision of a cold meal and drink	Catering Contract staff	Cashless catering	Access to food preparation areas and running water	Catering equipment	May be some issues with SLA's
4	Attendance	1	Immediate	Access to attendance records	ICT Technicians and specialist staff from	SIMS	Reception facilities, form rooms and pastoral rooms.	PC 's	N/A

					Pastoral				
5	Admin Support	1	Immediate	Admin support services and enquiries.	All admin team	SIMS, MS Office, Data store	Admin offices	PC,s telecommunication and copying facilities	N/A
6	Finance Team	1	Immediate	Finance support	All finance team	HCSS, Pebble	Finance Office or can work from any location as cloud based	PC,s / laptops, telecommunication and copying facilities	N/A
7	Technicians	1	Immediate	Checking equipment	All Lab Technicians	N/A	Lab preparation areas	Various	N/A
8	IT Technicians	0	Immediate	Various operating platforms including email	IT team	ALL IT systems	Heated room with access to water and toilet facilities or could undertake some remote access work	Remote access to some systems, control Laptop or PC	TBC

\*MTPD Maximum Tolerable Period of Disruption

### Strategies for Continuity of Services

	Arrangements to manage a loss or shortage of Staff or skills	Further Information & Reference to Supporting Plans (e.g. Key contacts, details of arrangements, checklists)
a.	Use of temporary staff e.g. Supply Teachers, Office Staff etc.	Supply agencies
b.	Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and handover periods for planned (already known) staff absence e.g. maternity leave.	In place with current roles
c.	Using different ways of working to allow for reduced workforce, this may include:	To review as appropriate depending on issue

	<ul style="list-style-type: none"> <li>• Larger class sizes.</li> <li>• Use of Teaching Assistants, Student Teachers, Cover supervisors etc.</li> <li>• Virtual Learning Environment opportunities.</li> <li>• Pre-prepared educational materials that allow for independent learning.</li> <li>• Team activities and sports to accommodate larger numbers of pupils at once.</li> </ul>	
d.	Using mutual support agreements with other Schools: emergency secondments.	To seek support as required
e.	Ensuring Staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc.	Policies currently in place
f.	As a last resort, providing a child-minding (rather than educational) service using the above volunteers and remaining staff (to less impact on local and wider economy).	To review with Chair of Governors as required
g.	Suspending non-critical activities – focus on priorities.	
	<b>Arrangements to manage loss of technology / communication / data / power</b>	<b>Further Information &amp; Reference to Supporting Plans</b> (e.g. Key contacts, details of arrangements, checklists)
a.	Back-ups of key school data e.g. Encrypted USB / hard drive back-ups, photocopies stored on and off site, mirrored servers etc.	Back up plans detailed in Network Manager's plan
b.	Reverting to paper-based systems e.g. paper registers, whiteboards etc.	As required
c.	Flexible lesson plans.	As required
d.	Emergency generator e.g. Uninterruptible Power Supply (UPS).	To investigate
e.	Contact the utility company responsible or appropriate repair contractor.	As required
f.	Emergency lighting.	2-3 hour emergency lighting available. Contact electrical contractor

<b>g.</b>	Fire alarm	Use school bell if possible or hand held bells to raise alarm.
<b>h.</b>	Burglar alarm	Inform keyholders and police for out of hours coverage
<b>i.</b>	Catering	Contact Cheshire East Catering for contingency arrangements and source company who can deliver on short notice
	<b>Arrangements to manage denial of access to your premises or loss of utilities</b>	<b>Further Information &amp; Reference to Supporting Plans</b> (e.g. Key contacts, details of arrangements, checklists)
<b>a.</b>	Using mutual support agreements with other Schools.	As required
<b>b.</b>	Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centre	To discuss with them
<b>c.</b>	Virtual Learning Environment opportunities.	Check any VLE facilities – check accessibility
<b>d.</b>	Localising the incident e.g. isolating the problem and utilising different sites or areas within the school premises portfolio.	Form larger pupil groups and locate in sports hall, drama studio and hall Move classes to areas not affected if possible.
<b>e.</b>	Off-site activities e.g. swimming, physical activities, school trips.	All RA take place routinely prior to these via Evolve completed by the Educational Visits coordinator(EVC)
<b>f.</b>	Stagger lessons across break times and lunch to maximise use of available space, and extend the school day to expand the time available in classrooms.	As required
	<b>Arrangements to mitigate the loss of key suppliers, third parties or partners</b>	<b>Further Information &amp; Reference to Supporting Plans</b> (e.g. Key contacts, details of arrangements, checklists)
<b>a.</b>	Pre-identified alternative suppliers.	Need to compile a full list
<b>b.</b>	Ensuring all external providers have business continuity plans in place as part of contract terms.	TBC
<b>c.</b>	Insurance cover.	
<b>d.</b>	Using mutual support agreements with other schools.	TBC
<b>e.</b>	Use alternative ways of working to mitigate the loss, eg	

	suspending activities, adapting to the situation and working around it.	
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## RECOVERY AND RESUMPTION

### Purpose of the Recovery and Resumption Phase

The purpose of the recovery and resumption phase is to resume 'business as usual' working practises for the school as quickly as possible. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g. from a different location.

### Recovery and Resumption Actions

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises.	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	<input type="checkbox"/>
2.	Respond to any ongoing and long term support needs of staff and pupils.	Depending on the nature of the incident, the Critical Incident Management Team may need to consider the use of Counselling Services.	<input type="checkbox"/>
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the incident is no longer in effect. Parents/carers and staff will be communicated to via website, text message and telephone calls where possible. LA will be contacted by telephone.	<input type="checkbox"/>
4.	Carry out a 'debrief' of the incident with staff (and possibly with pupils). Complete a report to document opportunities for improvement and any lessons learnt.	Any incident de-brief report should be reviewed by all members of the Critical Incident Management Team to ensure key actions resulting from the incident are implemented within designated timescales. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the school.	<input type="checkbox"/>
5.	Review this in light of lessons learnt from incident and the response to it.	Implement recommendations for improvement and update this Plan. Ensure any revised versions of the Plan are read by all members of the CI team.	<input type="checkbox"/>