

Management of Serious Incidents Including Lockdown Procedures ISP School Battle







Approved by:	Local Governing Board	Date: February 2022
---------------------	-----------------------	----------------------------

Last reviewed on:	February 2022, September 2022, September 2023, September 2024, September 2025
--------------------------	--

Next review due by:	September 2026
----------------------------	----------------

Contents	Page No.
Quick Reference - Crisis Management Flow Chart	3
1. Introduction	4
2. Aims	4
3. Objective	5
4. Other Types of Incident	5
5. Business Continuity Management	5
6. Emergency Incident Suite	5
7. Parents/Guardians Visiting the Premises	6
8. Dealing with the Media	7
9. Bereavement Policy Guidelines	7
10. Recover Period	8
Appendices	
Crisis Management Telephone Contacts	9
On-Site Emergency Involving Damage to Premises – Immediate Checklist	10
On-Site Emergency Involving Damage to Premises - Checklist for Longer Term and Ongoing Actions	12
Emergency Incident Suite Checklist	16
Business Continuity Management Checklist	18
Aggressive Intruders on Premises	19

Quick Reference - Crisis Management Flow Chart

Incident Reported 		
Establish the facts Inform Head Teacher/Manager Notify/request Emergency Services if appropriate		
Immediate Action 	Short Term Action (first 24 hours) 	Next Few Days and Beyond 
Ensure safety of all personnel	Set up the Emergency Incident Suite	Make any necessary recovery arrangements: repairs, replacements etc
Verify the facts	Use work mobiles for outgoing calls	Continue regular updates for staff, students, governors, parents
Convene the Crisis Management Team and allocate tasks	Use radios for internal communication	Start putting together a full report of the incident and actions by the setting
Start an Incident Log	Contact specialist contractors if required	
Ask for help if needed (including Educational Psychologists)	Check psychological support is sufficient	
Contact other staff and governors for support as required, particularly if out of hours	Crisis Management Team meets at regular intervals	Make plans to mark the event: special assembly, memorial, plaque, etc
Make arrangements to close/open the setting or cancel activities	Issue regular updates for staff, children, young people, governors, parents via: Text/parent-mail/web-site staff meetings community meetings letters home	Evaluate the Crisis Management Plan and amend as necessary
Provide recorded message on answerphone for parents, etc	Start planning the return to normality	Formally thank those involved in supporting the Crisis

1. Introduction

1.1 As an essential part of their duty of care, managers of children's services and settings are responsible for preparing crisis plans to deal with crises/emergencies and the business continuity of the setting. It is self-evident that where a setting has anticipated a major emergency, and made plans for managing a response, it is likely to handle the actual event more effectively and confidently. To this end, where the managers of a setting know:

- who will assume key roles
- that checklists and procedures are in place
- that contact lists are accurate
- that there is a tested framework for communications
- that the appropriate training has been undertaken

The response to a crisis will be more assured than that based on improvisation.

1.2 Handling crises is a normal part of life in Children's settings. Some emergencies, however, are more critical than others and tend to disorientate and overwhelm those involved, exposing staff, children, young people and parents to periods of prolonged stress. Each crisis/emergency is unique in its range and complexity, and there is no rigid formula for managing the consequences but, by its very nature, the journey through this sort of event is always going to be difficult. Planning ahead, therefore, is a necessary precaution, and will greatly reduce the pressure on those managing the incident.

1.3 The Crisis Management Team should consist of:

Head Teacher
Deputy Head
Health and Safety Co-ordinator
Caretaker

Plus any other staff or governors deemed appropriate at the time

Function of the Crisis Management Team:

- to act as the decision-making authority for the management of an incident.
- to develop the procedures and practices to be used for handling emergency situations and communicating these to all those involved or affected.
- to establish and maintain a crisis management suite which will have the necessary equipment available for rapid activation during an emergency. The equipment includes communications equipment, emergency plans and procedures, a log to record all actions taken during the crisis, necessary office equipment/supplies and appropriate maps and building plans.
- to test the Crisis Management Plan on a regular basis to ensure that it is suitable and sufficient and amend it as necessary.

1.4 The constitution of the Crisis Management Team shown in paragraph 1.3 is the suggested minimum and larger settings should consider adding to this list. Reserve team members should be nominated in case of absences or protracted incidents.

2. Aim

2.1 This plan has been prepared to encourage and support pre-planning, and is designed to help our school develop our own emergency plans to respond to incidents involving our particular setting.

2.2 To produce a robust management plan that is fit for purpose.

3. Objective

3.1 This plan aims to provide a basis for managing all levels of an emergency. A major emergency will however, require the introduction of all the measures recommended in order to provide a satisfactory response.

3.2 For the purposes of this document, a major emergency during an **off-site** activity is defined as:

“When a member of ISP School, Battle, in the course of officially recognised activities, has suffered serious injury or fatality or is missing from an off-site activity”.

4. Other Types of Incident

Some other types of incident that can result in a crisis are set out below:

Explosion, fire or chemical hazard
Building damage or destruction
Loss of access to premises
Intruder on premises/hostage taking/abduction
Terrorist Incident
Serious health hazard or infectious outbreak
Environmental disaster, severe flood etc
Significant vandalism across the site
Utilities failure

5. Business Continuity Management

5.1 A business continuity incident is one which interferes with the ability of an organisation to deliver its goods or services.

5.2 Most of the incidents mentioned in section 4 above could produce devastating effects in terms of the:

- Loss of childrens course work
- Loss of teaching material
- Loss of computer files/records/data
- Psychological impact on students and staff
- Disruption caused by transfer to temporary accommodation
- Loss of community facilities and income

5.3 Consultation with the governing body would occur to develop a continuity plan if required.

6. Emergency Incident Suite

6.1 In the event of an emergency, it is essential that adequate provision be made for the Management Team to manage it. In this respect, an Emergency Incident Suite will need to be set up within the setting – hopefully within the library.

6.2. The procedures detailed below assume that the structure of the building has not been affected. In circumstances other than this, the procedures can be used as an aide memoire for staff to consider the issues that need to be addressed at whatever location has been designated for the Emergency Incident Suite.

6.2.1 Security of the site

During any emergency, the media may try to gain access to the site and it is, therefore, desirable that the perimeter of the site is secure. The Police may assist in this respect and should be asked to attend at the earliest opportunity. The media may try to interview or obtain comments from parents or others arriving at the setting. Therefore, it may be necessary to have an official at or near to the gates to monitor the situation.

6.2.2 Security of the building

Security of the building is essential. Therefore all exterior doors must be secure. All ingress and egress should be restricted to the main entrance (bearing in mind that emergency exits must remain available for use). If it is felt necessary to use one of the other doors as an additional exit, then it should be attended by a responsible member of staff at all times. A reception and security check should also be set up to record people entering and leaving the building.

6.2.3 Communications

Effective communications are essential to bring the emergency to a successful conclusion. Fixed landline communications provide the best solution but other means, such as mobile phones, radios and Internet communications, should also be considered. If necessary, the phone company may be able to provide additional lines at short notice.

If the Emergency Incident Suite is set up outside the setting, it will be necessary to pass all available telephone numbers to all parties concerned, including the number parents should use.

It is recommended that an answer phone giving up-to-date information is fitted to the setting's main telephone line and that the Head Teachers mobile phone is used for outgoing calls dealing with the emergency response. A separate number should be given to essential callers, such as the offsite team, who would then have a better chance of contacting the setting.

If mobile communications are used, it should be remembered that they are not secure so they should not be used for transmitting sensitive information.

It is essential that all incoming messages are logged, and that any decisions/actions are recorded. Such records would be required for any subsequent debrief or inquiry.

6.2.4 Incident Log

It is essential to ensure that all teams and settings maintain full written records of the passage of information, events, decisions, related expenditure, etc, as they occur, which should be consolidated and retained once the incident has been concluded.

Such records may be required at any subsequent debrief or official inquiry and can be used to defend the reputation of an individual or organisation. The legal view at some past enquiries has been "if it wasn't written down, it didn't happen".

6.2.5 Welfare

As the Emergency Incident Suite will be staffed continuously for the short term and it is likely that there will be parents on site for a considerable time, suitable welfare arrangements should be made at an early stage.

Once the initial setting up of the suite has been completed, a rota system should be introduced to ensure that all helpers receive adequate time off and rest. It may be helpful to keep a record of who has worked in the Suite, when and for how long.

7. Parents/Guardians Visiting the Premises

7.1 Parents/Guardians Information Centre

Where an emergency has affected a local community, parents/guardians and relatives will want to visit the setting and gain comfort from being there and being together. An area must be set aside to accommodate this; the **Community Meeting room** may be adequate for this purpose. (**Note:** *The Community Meeting room is only a recommendation; another area may be designated if required.*)

7.2 Individual Counselling

Consideration must be given to those requiring individual counselling, and a suitable room(s) should be identified for this purpose.

8. Dealing with the Media

8.1 It will be impossible to keep the media out completely and an initial press briefing should be given as soon as possible in consultation with Director of Education, Board of Director for Education and Proprietor.

8.2 Past experience has shown that if regular briefings are provided the media are more likely to comply with any privacy requests. In this respect a room, ideally outside of the main building, and as far away from the friend's and relative's area as possible, should be set aside as a press briefing room, where an agreed spokesperson can meet them at agreed times to give press statements. If the press briefing room is in the same part of the setting, security measures should be taken to ensure that the privacy of the family and friends area is maintained. Any room used for press briefings should be cleared of all items relating to children, young people or staff, which the press could use in their reporting.

9. Bereavement Policy Guidelines

9.1 Adults should also consider provision of bereavement support for children, young people and staff. Consideration should be taken to the following:

- 1 Death of a child or young person
- 2 Death of a parent, carer or sibling of a child or young person
- 3 Death of a teacher or other member of staff
- 4 A tragedy affecting a section of their community

9.2 Children, young people and families expect settings to provide a safe and predictable environment; however, they may also be places where children and young people find it difficult to manage their thoughts and emotions. It is important that staff endeavour to foster an environment that is compassionate, yet disciplined, whilst at the same time being sensitive to the children's and young people's needs.

9.3 When planning how to manage a bereavement the following should be considered

1. Social, cultural and religious issues.
2. Identifying key members of staff:
 - who will be responsible for giving information to staff, children and young people
 - who on the staff team will take on the role of supporting children and young people
3. Communication and information sharing with families is vital. Before disseminating any information, make sure that all facts have been verified. Always be honest with children and young people and give them the facts.
4. Children and young people will need to be given time to grieve. Be aware of, and be prepared for, obvious upset and other emotional responses. Identify a quiet place for a bereaved child or young person to go when they feel that they cannot cope with the demands of the learning environment.

5. It is good practice to develop and maintain a resource bank of materials that can be used by staff, children and young people and these resources should be available for children and young people to use or borrow as appropriate.
6. Bereavement issues should be addressed through the PSHE curriculum during the course of primary and secondary education whenever appropriate.
7. Consider training events for staff to attend:
 - a. have an awareness of training needs
 - b. access training available through central services
 - c. provide a rolling programme of training within the establishment
8. How ISP School will communicate with, and manage, the media in certain difficult and potentially emotive situations.
9. Make contact with appropriate external agencies, eg the Educational Psychology Service, which can offer support and guidance when dealing with bereavement.

The above does not provide an exhaustive list; it is important for our school to consider our own needs at the time.

9.4 ISP School, Battle needs to be aware of the needs of all members of our community and to foster a caring attitude, as well as considering the emotional well-being of all of those involved in a bereavement. It is important, therefore, to ensure that there are debriefing opportunities for key staff who may be involved in supporting traumatised children and young people.

10. Recovery Period

10.1 The recovery process must be considered by the Crisis Management Team immediately after the initial stages of the incident and, in the case of damage to buildings, a decision as to whether it is safe to remain, or necessary to relocate, will need to be made.

10.2 Other aspects of recovery that will need to be considered immediately after the initial stages of the incident concern the handling of the feelings and reactions of staff, children, young people, parents and helpers. Advice should be sought from the Educational Psychologists.

Crisis Management Telephone Contacts

South East Coast Ambulance, General Enquiries	0300 1230 999
East Sussex Fire and Rescue Service, Enquiries	0303 999 1000
EDF Power Care	0800 783 8866
Transco	0800 111 999
Southern Water – Tech Dept (Emergency response)	0330 303 0368
Environment Agency Floodline	0345 602 6340

On-Site Emergency Involving Damage to Premises

Immediate Checklist

ACTIVITY	WHO BY?	COMPLETED
EVACUATION		✓
Evacuation of premises (use of Fire Alarm may not be appropriate depending on type of incident)		
Roll call		
Is everyone safe?		
Call Emergency Services		
Liaise with Emergency Services incident officer at scene		
Obtain a copy of parents and staff contact lists		
DETAILS OF CASUALTIES		
Obtain information on: Names		
Obtain information on: Injuries		
Obtain information on: Current location of casualties		
Obtain information on: Current location of relevant others		
Who is accompanying injured person(s) to hospital?		
Provide separate areas for: 1) Next of kin 2) Students 3) Staff		
Provision of immediate transport as appropriate		
CONTROL OF INCIDENT		
Activate Crisis Management Team		
Decide if school can be used as incident suite and initiate set-		

up.		
Brief Crisis Management Team and allocate tasks		
INCIDENT WHILE ESTABLISHMENT IS OPEN		
Decide whether to keep students in school		
Decide whether to send all or some students home		
Arrange transport		
Notify parents		
Ensure staff, governors and parents receive the facts as soon as possible		
INCIDENT WHILE ESTABLISHMENT IS CLOSED		
Decide how to contact parents - avoid phone chains		
Consider announcement via local radio stations in consultation with Director of Education		
Ensure staff, governors and parents receive the facts as soon as possible		

On-Site Emergency Involving Damage to Premises
Checklist for Longer Term and Ongoing Actions

STAFF	✓
Hold a staff briefing session as soon as possible and at regular intervals	
Confirm arrangements with Director of Education regarding release of information to press	
Nominate staff to meet children and young people returning to the setting	
Provide written information on the incident and how it will affect the setting	
Alteration to duty rotas	
Review timetable	
Issue new fire/evacuation notices and procedures if route has been affected	
Hold a fire/evacuation drill as soon as possible so that staff, children and young people know the new exit routes and assembly points. It may be appropriate to talk children and young people through the process, and the fact that it is a practice on this occasion	
Alter/adapt programmes as necessary	
Consider any imminent examination issues	
PREMISES	
Contact and liaise with Proprietor of Glengorse	
Obtain plans of the building. Mark on areas affected	
Check for obstacles to children and young people's movements	
Check/re-allocate toilet facilities if necessary	
Identify new routes	
Review/identify new entrances/exits	
Review fire safety arrangements and escape requirements with Fire Service	

Establish areas with restricted access to contractors and vehicles	
Re-allocate space, eg parking, children and young people's areas, etc	
Review site security	
Review Health and Safety arrangements	

CHILDREN AND YOUNG PEOPLE	
Community Meeting - pass on information to children and young people	
Issue new timetables	
Issue maps showing restricted areas, etc	
Issue an information sheet to children, young people and parents	
PARENTS	
Hold parent's/staff/volunteer's meeting	
GENERAL	
Change the answer phone message to update parents on issues such as attendance arrangements, children and young people attendance etc	
Provide notices around the perimeter of the premises regarding progress.	
Provide information regarding progress on the intranet and website of the setting and also on the ESCC website	
CONTRACTORS	
Hold regular meetings with contractors	
Establish Health and Safety requirements	
Establish access requirements for contractor's vehicles	
Establish areas that are off-limits to staff, children and young people	
Adapt doors to fire exit/exit doors as necessary	
Inspect/repair the fire alarm/fire detection/security systems	
Install any temporary facilities that are required	
Agree working practices and times when noise must be kept to a minimum with contractors	
Provide the contractors with a copy of the examination timetable if appropriate	
RE-ORDERING OF DAMAGED EQUIPMENT/STOCK	

Instigate a procedure for identifying the resources to be replaced.	
Agree procedures with the loss adjusters (if involved).	
Set up an ordering and payment procedure.	
FORTHCOMING EVENTS	
Consider whether or not these can be moved or rescheduled.	
OUT OF HOURS USERS	
Contact the organiser and reschedule or cancel, as appropriate.	
REVIEW	
Review all the above issues on a continuous basis.	
ANNIVERSARIES Anniversaries of tragedies can be a difficult time for both adults and young people. Careful consideration should be given to the most appropriate way to mark the occasion and who should be invited to any memorial service or similar event.	

Emergency Incident Suite – Checklist

ACTIVITY	CONSIDERATIONS	✓
INITIAL		
Appoint senior member of staff to run the Emergency Incident Suite	Appoint governor to assist. Provide name badges	
SECURITY OF THE SITE		
Ensure all gates are closed and, where possible, position member of staff at the gate	Consider asking the Police for help if media become a problem	
SECURITY OF THE BUILDING		
Secure all entrances	Maintain fire exits	
Place signs directing persons to the main entrance		
Set up logging-in procedure at main entrance		
Consider whether additional entrance required	Nominate member of staff to attend and set up logging-in procedure	
COMMUNICATIONS		
Install answer phone onto main phone line and record initial outgoing information		
Assess numbers of mobile phones available, and ensure they are fully charged	Provide telephone list for office and all members of staff and governors	
Ensure all caller IDs are off		
Test all communications		
Provide message form for all persons likely to take phone or verbal messages	All messages to go to the Incident Suite to be logged and passed to Office Manager for processing.	
FAMILY and FRIEND'S RECEPTION CENTRE		
Appoint senior member of staff or governor to be responsible for Family and Friends Reception Area	Ensure there is enough help so that parents are not left on their own	
Lay out area with tables and chairs in informal groups	Ensure the regular provision of updated information	
Ensure provision of light refreshments as required		
Provide signs for toilets, etc.		
Consider closing window blinds to stop media intrusion		
MEDIA INTERVIEWS		
Nominate room to be used for media interviews off the premises	Needs to be nearby	
Use room internal to main building only as last resort	Ensure separation/security of room from the remainder of the staff and young people	

Nominate member of staff to clear rooms of all children or young people's information/photos	This is important	
Determine the route the media will be taking from the gate to the briefing room	If the Police are in attendance discuss with them	
WELFARE		
Consider longer term implications		
Ensure provision of food and drink as necessary		
Prepare rota system for all helpers		
GENERAL		
Ensure Director of Education is aware of all matters		
COUNSELLING ROOMS		
Nominate one or two rooms for individual counselling		
Provide signs for doors	"Vacant" and "No Entry - Counselling in session"	

Business Continuity Management Checklist

Completed on	<i>Identify a Business Continuity Coordinator or team who will achieve the following:</i>
	Consider what internal and external factors could impact on ISP School, Battle ability to provide suitable education or other services.
	Identify the critical activities of the school and plan how we will maintain them during an emergency.
	Identify staff who maintain and provide critical services.
	Identify staff who have key skills.
	Consider how non-critical staff could be used to support critical activities in an emergency including any additional training requirements (consultation with staff & representative bodies may be required).
	Identify critical utilities or services provided by sub-contractors and consider how we could provide alternatives at short notice. (transport etc)
	Produce a communications plan including contact methods with staff, children, young people, parents, media, emergency services, utilities, contractors, neighbouring premises or relevant occupiers
	Consider the options for reduced teaching and learning activities or services during an emergency and the acceptable time periods.
	Identify precautions to reduce the spread of infection during an illness outbreak and plan how to invoke them.
	Consider how to prevent the loss of children's and young people's coursework due to an emergency.
	Consider how to guard against the loss of critical teaching and learning materials due to an emergency.
	Consider how to guard against the loss of critical computer files/records by the provision of adequate back-up systems.
	Consider how we will deal with the Psychological impact on children, young people and staff following an emergency.
	Consider how we will minimise disruption caused by a transfer to temporary accommodation.

Aggressive Intruders on Premises Guidance

Incidents involving serious injury or death in educational establishments resulting from acts of aggression in the UK are rare. The shooting at Dunblane Primary School, Scotland and the machete attack at St Luke's School, Wolverhampton, both in 1996, were extreme events that informed changes to gun control legislation and criminalized Trespass on Educational Premises under s.547 of the Education Act 1996. Whilst establishment security, particularly in primary and secondary settings has improved dramatically since then, using technology and management procedures to minimise the risk of incidents of a similar type, the context of the ongoing security risk to educational establishments is such that proactive measures need to be in place to deal with a dynamic incident.

This guidance is designed to give establishment managers options for dealing with aggressive Trespassers on premises, or incidents that emerge from within an establishment that present a significant risk to the health, safety and welfare of students, visitors and staff.

This guidance works both as a standalone document - and in support of key documents relating to Schools Security in respect of premises security and legal powers, and establishment policy for the management of bullying and pupil and staff safety. Any schools manager, member of staff and governor having a responsibility for security should be aware of these documents, as well as this guidance, in order that necessary steps can be taken to secure the establishment and manage an incident as safely as possible within the law.

1. **ESCC Health and Safety Model School Security Risk Assessment**
(<https://www.services2schools.co.uk/resources/personnel/health-safety/premises-management>)
2. **ESCC Health and Safety Guidance to Schools on Security.**
(<https://www.services2schools.co.uk/resources/personnel/health-safety/premises-management>)
3. **ESCC Legal Department: How to Respond to Nuisance and Trespass (Powers under Section 547 Education Act 1996)**
4. **School Security - *Dealing with Troublemakers*** (Home Office and DfEE, 1999, revised 2013)

As part of the planning and preparation for a dynamic event, powers available to Head Teachers and nominated persons to evict trespassers using reasonable force under s.547 of the Education Act 1996 must be understood.

Current Police Guidance for a weapons incident “Run, Hide, Tell” can be seen at
<https://www.gov.uk/government/publications/stay-safe-film>

1) Alerting

- i) **Key Staff:** Consider options for alerting key staff of an incident. This might be through an internal personal radio network, a coded tannoy announcement, an audible alarm that is not the fire alarm, physically going to get someone.
- ii) **The Police:** As soon as possible the police must be called with as much information as possible in order that specialist units can be deployed if necessary. The police can also notify other responders, such as the ambulance service, ensuring a safe, coordinated response.

2) Incident Command and Control:

- i) **Emergency Control Centre:** The senior member of staff should nominate the pre-determined Emergency Control Centre (or back up site) and assemble the Crisis Management Team as far as possible. If possible, maintain access to security systems such as CCTV Monitoring Centre and Radio Communications Centre. Ensure CCTV is being recorded – check with Bradley, Rother Estates.

3) Immediate Actions:

- i) Identify as far as possible Location / Direction of Trespasser
- ii) Consider: Lockdown – the whole school, classrooms, sections of the schools by corridors. If the threat is known to be external lock all windows and doors, pull down blinds and monitor. Alert police if intruders are in the grounds or attempt to get in.
- iii) Consider: Evacuation (internal or external) to pre identified places of safety.
- iv) Consider: Methods for maintaining communication with staff.
- v) Maintain an open line to the police. In a dynamic scenario a running commentary is helpful.
- vi) Policy Line - to stay hidden and do not confront the Trespasser.
- vii) Start an Incident Log.

4) Other Actions:

- i) Produce schematics of the establishment buildings and grounds.
- ii) Produce a roll of pupils, staff and visitors. Identify anyone missing and inform the authorities.
- iii) Prepare to brief the Police – nominate a safe route into the building if one is available. If not, brief via telephone (see bullet 3).
- iv) Maintain the Incident Log, noting decisions and actions and any information relating to casualties and missing persons. Record instructions from the Police and actions taken.

5) Briefing the Police

- i) Prepare as much information as possible relating to:
 - a) The **number of Trespassers involved** in the incident
 - ii) **Physical descriptions** of:
 - a) Height.
 - b) Build.
 - c) Estimated Age.
 - d) Hair colour and style, including facial hair.
 - e) Eye colour
 - f) Distinguishing features, such as tattoos, scars, piercings and jewellery
 - g) Dress, including footwear.
 - h) Accent and speech such as slurring or stammer.

6) Verbals:

- i) Anything that was said – stated purpose, threats, demands – that may give a clue as to why this is happening. This may include timings *'If my demands are not met by midday, I will blow up the school.'*
- ii) Anything to imply that the Trespasser has contact with accomplices inside or outside the premises.

7) Weapons / Improvised Explosive Devices - seen or implied:

- i) Has a firearm or other device been discharged or any kind of explosion taken place?
- ii) Size, colours, shapes of firearms, or other weapons seen
- iii) Colours and make up of wiring and anything that could be an explosive device or control panel. This could be strapped to the person's body.
- iv) Description of anything verbalised *'I've got a gun in my pocket'*.
- v) Anything seen, heard, smelt or the effects of anything that might indicate the presence of a noxious gas or substance.

8) Location and Status:

- i) The location of the incident(s) and the last known and current estimated location of the Trespasser.
- ii) The location of the Incident Control Centre. Is there a safer route into the Control Room for the Police?
- iii) The status of the establishment in terms of areas Locked Down, or where Internal or External Evacuations have taken place.
- iv) Numbers on Roll (pupils and staff) + Visitors.

- v) Status of known or suspected casualties.
- vi) Known or suspected Missing Person – pupils, staff, visitors.
- vii) Known or suspected hostages

9) Ongoing Communications

- i) The 999 system may have been used to give initial information. Have a landline and mobile number available and a nominated person for the police to call during the course of the incident.
- ii) Remember to maintain the Incident Log.

10) Media and Communications Management

- i) **Media:** Liaise solely with the Director of Education who will manage media issues with the Police in the dynamic phase of the incident. Head Teacher and Chair of Governors involvement in post incident press conferences / media interviews is important and will be agreed at the time.
- ii) **Communications Management:** Liaise with Director of Education in terms of messages that can be sent to Parents and Staff via Group Text or Parent to Teacher Mail via Behaviour Watch. Timely and accurate messages, particularly during the dynamic phase, will help control misinformation.

11) Resolution and Recovery

- i) Once the threat has been dealt with, leadership can reconcile the roll to ensure that everyone is accounted for and that repatriation to families can take place.
- ii) It is vital that the whereabouts of injured persons is known in order that families can be directed to where they are.
- iii) The police lead on delivering bereavement messages on behalf of the coroner. The police may also assign Family Liaison Officers to bereaved families. The Director of Education will assist with bereavement counselling and follow up emotional support to the school, which can be expected to last a number of years.
- iv) The establishment is a crime scene and will be under the control of the police until necessary investigations have been carried out. There may also be damage to repair. The Director of Education will support schools leadership in finding alternative locations for the delivery of the curriculum until the establishment can be handed back.
- v) It is vital that any records, including Incident Logs, CCTV footage etc., is retained. The incident will be investigated by the police and also the coroner if there is a death and anything recorded, alongside witness statements is disclosable as evidence.
- vi) Anniversaries and other key milestones should be managed in collaboration with governors, parents and the student body