



**Newcastle Schools
Critical Incident and Continuity (CIC) Handbook
(Academic Year 2019-20)**

Document Classification: UNCLASSIFIED

Terminology and Abbreviations

BCRR Team	People Directorate's Business Continuity, Risk and Resilience (BCRR) Team, which co-ordinates support from the Education and Skills Division plus other Council functions as appropriate.
CIC Plan	Used as short-hand for a school's Critical Incident and Continuity Plan.
Continuity	Used as short-hand for Business Continuity Management (BCM).
Council	Used as short-hand for Newcastle City Council (the local authority).
Education and Skills	The lead division within the People Directorate of Newcastle City Council in respect of education and schools.
Hazard	A risk to the school resulting from a natural source (such as the weather), interruption of a system outside the school's control (such as the loss of utility supplies) or an accident.
Head	School leader. Applies equally to designations such as Executive Head and Principal. It is assumed that in the absence of the Head an appropriate staff member will deputise.
Incident	Used as short-hand for Critical Incident or Business Disruption
Lead Specialist BCRR	The senior officer within the People Directorate's Business Continuity, Risk and Resilience (BCRR) Team.
People Directorate	The lead directorate of Newcastle City Council in respect of education and schools.
Pupil	Applies equally to designations such as student and learner.
Reception	The location in the school that is first point-of-contact for parents/carers and other external parties.
School	Applies equally to other settings such as academies and free schools unless specifically indicated.
School Office	Location in the school from which business management and administrative support is provided.
Site Manager	Applies equally to designations such as caretaker and facilities manager.
Threat	A risk to the school resulting from malicious activity such as an intruder in the school or a violent parent/carer.

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1: About this Handbook

1.1 Aim

This handbook offers guidance to schools to build resilience by maintaining structured and cogent response arrangements to address critical incidents and business disruptions. It provides:

- advice on the types of incidents that schools should prepare for and issues to consider when reviewing their Critical Incident and Continuity (CIC) Plan.
- useful contact information.
- information and notes for use when reviewing their CIC Plan.

Emphasis is placed upon effective management and co-ordination procedures supported by an appropriately trained and rehearsed body of staff.

1.2 Scope

The handbook draws on lessons learnt by schools and local authorities during incidents, coupled with good practice guidance from central government. It does not supersede or replace existing health and safety policies, plans or procedures but is intended to improve the response to incidents by complementing and supplementing existing arrangements.

The guidance contained is not prescriptive or sufficient to cover all possible events. Each incident will pose a specific set of challenges, which will be managed by effective 'command and control' and the application of core principles adapted to meet the needs of the on-going incident.

1.3 School Responsibilities

In accordance with health and safety statutory requirements, it is the responsibility of schools to:

- Have a plan in place to respond to emergencies.
- Ensure that it is reviewed regularly.
- Ensure that the relevant people are aware of its existence, contents and implications.
- Keep the plan safe.
- Identify responsibilities within the plan.

The Schools Financial Value Standard (SFVS) [March 2018] applies to maintained schools and Q.25 asks "Does the school have an appropriate business continuity or disaster recovery plan, including an up-to-date asset register and adequate insurance?"

The Academies Financial Handbook (AFH) [September 2017] applies to academies and section 2.3.10 states that "The trust's management of risks must include contingency and business continuity planning."

The Department for Education (DfE) guidance on emergency planning and response can be found at gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings.

1.4 Critical Incident and Continuity (CIC) Plan

The CIC Plan contains guidance to assist schools respond effectively to critical incidents and business disruptions. It also covers off-site activities such as educational visits. Its scope is:

- The immediate response to incidents, particularly the impacts on pupils, staff and visitors.
- Maintaining continuity in the face of disruption to learning activities and extended services.
- The recovery and restoration of normality in the aftermath of incidents.

1: About this Handbook

1.5 Benefits for Schools

Development of a CIC Plan will assist the Head to:

- Continue to provide key services to pupils in times of disruption.
- Make best use of staff and other resources at times when both may be scarce.
- Reduce the period of disruption to services provided to pupils.
- Resume normal working more efficiently and effectively after a period of disruption.
- Comply with national standards and local corporate governance arrangements.
- Improve the resilience of the school infrastructure to reduce the likelihood of disruption.
- Reduce the operational and financial impact of any disruption.

Additionally, the availability of a regularly maintained CIC Plan will contribute to the response to an Ofsted check of procedures for safeguarding and keeping pupils free from harm.

1.6 Role of the People Directorate

This handbook has been produced by the People Directorate's BCRR Team for use by Heads and Governing Bodies in the development of their CIC Plans. The BCRR Team can provide further support to schools in respect of:

- Briefings and Scenario-based Discussion Exercises.
- Telephone Support.
- Site Visits (where appropriate).

1.7 Sharing Good Practice

If a school already has a CIC Plan (or equivalent), the template may provide information that will contribute to the next re-fresh. The BCRR Team would value the opportunity to view any such plans to identify good practice that can be included in subsequent versions of the plan template.

2: About Critical Incidents

2.1 Protecting Pupils, Staff and Visitors

During any critical incident, the priority is to take immediate action to protect pupils, staff and visitors. This could include evacuating the school to address a threat/hazard within or either sheltering in place or implementing a lock-down to address an external threat/hazard.

2.2 Keeping the School Open to Pupils

Once it has been determined that it will be safe to do so, the aim is to stay open to pupils (with a regime of reduced hours if necessary) or to re-open at earliest opportunity.

2.3 Definition of Critical Incident

A critical incident will disrupt the normality of the school and may happen within the school or the wider community, occurring during the school day or out of hours. They arise for reasons such as:

- A serious accident involving pupils, staff or visitors on or off school premises.
- A violent intrusion into the school by malicious person(s), either in person or by arson or bomb.
- A school building becoming unsafe because of fire or structural damage.
- A release of hazardous substances (chemicals) near or on the school site.
- Severe weather such as snow, floods, high winds or extreme storms.
- Contagious disease/epidemic (such as meningitis or legionnaires) or pandemic influenza.
- Death or major injury of a pupil, staff member or governor (through accident, illness, suicide or murder).

Other events may also be regarded as critical incidents for a school because of the impact they have on pupils and/or staff (often for a prolonged period). These include:

- Incidents in the community which are seen or experienced by pupils and/or staff.
- Incidents affecting relatives of pupils and which is known about within the school.
- Incidents affecting a nearby or comparable school.

2.4 Phases of a Critical Incident

The response to any critical incident may involve two distinct phases:

- Phase 1: Incident Response.
- Phase 2: Recovery and Restoration of Normality.

2.5 Incident Response

The response to any critical incident is likely to involve several elements:

- Notification of the incident
- Activation and implementation of the incident response.
- Assessment of the impact.
- Implementation of continuity arrangements (as required)
- Stand-down once incident is contained and normal operations restored.
- Post-incident procedures (as required).

2: About Critical Incidents

2.6 Recovery and Restoration of Normality

The 'response' phase may be limited to a few hours or days. The level of disruption may require a prolonged period of recovery and restoration of normality. The aim is to resume the school's normal operations as soon as possible. If the impact is substantial and/or permanent, 'normal' may be different from before the incident. The basic approach will entail:

- Agreeing and planning the actions required to enable recovery and resumption of normal operations.
- Responding to any on-going and long-term support needs of pupils and/or staff.
- Communicating the 'business as usual' message.

2.7 Levels of Incident

The complexity of an incident will determine the nature of the response that the school will have to implement. There are two levels of incident:

- **Level 1:** The incident is likely to be relatively minor and of short duration. It can be managed without implementing formal incident management structures.
- **Level 2:** The incident is likely to have significant impact, possibly over a long period. As such, formal incident management structures and special arrangements will be necessary.

Local Management of Schools (LMS) requires the Head and Governing Body to address most incidents within the resources of the school. However, the Head should err on the side of caution and request assistance from the People Directorate if in doubt.

2.8 Response to Level 1 Incident

The response will rely on day-to-day relationships with Council services, contracted service providers and the emergency services. It may involve advisory support from the BCRR Team. This will be sufficient to address most incidents faced by schools, which are usually of limited impact and duration.

2.9 Response to Level 2 Incident

The response will exceed the school's normal capacity to address the incident and will need practical support from the BCRR Team, particularly if the Council is providing community leadership during a major incident (involving multi-agency response from emergency services).

Relevant circumstances include:

- Incidents involving sudden death in the school.
- Incidents involving catastrophic damage of school buildings and extended denial of access.
- A major incident in the local area that impacts upon the school directly or indirectly.
- Pandemic Influenza.

2.10 Post-Incident Considerations

Following the 'stand-down', any urgent issues and/or lessons should be highlighted at the 'hot de-brief', which will lead to immediate remedial action. Further post-incident considerations will be addressed as part of the formal performance review, including:

- A cold de-brief, which should be held within a fortnight of the 'stand-down'.
- Preparation of the post-incident report jointly with the BCRR Team.
- Incorporation of lessons learnt during the incident into plans/procedures.

3: About Business Continuity Management (BCM)

3.1 Continuity Management

Some critical incidents will only affect a small number of pupils and/or staff. In other situations, the direct impacts will be accompanied by wider disruption of the normal operation of the school. In these circumstances, the school will implement its continuity arrangements as required.

3.2 Potential Disruptions and Vulnerabilities

The school's normal activities (learning and extended services) are vulnerable to disruptions in key areas as follows:

- People (numbers or skill-sets).
- Premises (access or operability).
- Information (access or loss).
- ICT (access or loss).
- Equipment (loss of transport, plant or machinery).
- Supplies (supply chain failure).

3.3 Impact Analysis

The school's normal activities should be analysed to determine the impact associated with their loss and rated within one of three priority levels:

- **Critical Activities:** Need to be restored on the same school day/or start of the next.
- **Desirable Activities:** Need to be restored in the same school week or by start of the next.
- **Non-Priority Activities:** Need to be restored soon as possible after critical and desirable activities have been addressed.

3.4 Incident Response

It will be necessary to make an initial impact assessment of the extent of disruption to normal business operations. This will establish need for implementation of measures to restore normal operations or specific short-term contingency arrangements to ensure continuity of learning.

Incidents involving extended denial of access to premises may require implementation of substantial arrangements to ensure the school continues to function for weeks or months.

3.5 School Information Book

Schools are encouraged to maintain a collection of key information to be held within the CIC Plan, which will be used to support the response during incidents. A copy of the template can be found in Section 10 of this handbook and information related to continuity includes:

- Continuity priorities listed by key activity.
- Staff availability assessments based on travel distance and proximity to public transport.
- Lists of ICT systems (including back-up arrangements), information assets (such as equipment inventories and asset registers) and critical document storage arrangements.
- Contact lists for critical partners, suppliers and contractors (including analysis of services provided).
- Lists of critical transport assets and specialist equipment.

3: About Business Continuity Management (BCM)

3.6 ICT and Information Assets

Whilst the school's ICT provider(s) implement their ICT Disaster Recovery Plan(s) as required, non-ICT back-up arrangements (including paper copies) will need to be used until normal service is restored or interim arrangements implemented.

Although most documentation storage is now based on electronic systems, it is possible that small amounts of sensitive information are held on a paper-only basis. Equally, some critical course-work and school books are 'one-off'. It is accepted that loss of 'paper only single copy' documentation would be permanent and potentially damaging.

Other critical information assets include equipment inventories and asset registers that will be helpful in the submission of insurance claims and facilitate the restoration of normal operations in the aftermath of significant damage to school buildings.

3.7 Dealing with Staff Shortages

Department for Education (DfE) guidance (<https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>) identifies options for flexibility that may avoid need for closure if some staff cannot get to work:

- Bringing together groups and classes with teachers and support staff working together.
- Using other school staff or volunteers to provide cover supervision or oversee alternative activities.
- Re-arranging the curriculum.

Reception and other infant classes (children aged 5, 6 or 7) should normally be groups of 30 or fewer but having more than 30 in one class due to temporary exceptional circumstances is not a reason to close the school or class. The limit does not apply to activities normally carried out in larger groups, for example assemblies, sports and other structured or unstructured activities that the school may choose to provide.

The statutory framework for the early years foundation stage (Effective April 2017) sets out what schools need to do to ensure that children in nursery and reception classes are safe, adequately supervised and their needs met.

3.8 Availability of Staff

Travel conditions (most likely during severe winter weather) may prevent some staff from being at the school when pupils arrive.

The Head will consider the health and safety implications and decide whether there is a need to close to pupils.

This decision may be aided by considering home locations and potential travel times of staff. A guide to potential staff travel arrangements is held in the School Information Book.

Equivalent rationale may need to be applied at end of day, when the needs of staff with longer travel distances need to be considered.

Additional burdens may fall upon staff members living near to the school, but it may be necessary to allow certain staff members to reach work later than normal and/or leave earlier to travel home safely.

3: About Business Continuity Management (BCM)

3.9 Industrial Action

Department for Education (DfE) non-statutory guidance for Handling Strike Action in Schools (September 2016) (<https://www.gov.uk/government/publications/handling-strike-action-in-schools>) should be consulted as necessary in advance of impending industrial action.

3.10 Denial of Access to Premises

The duration of any denial of access to premises will determine the approach taken to learning continuity. In practical terms, unplanned closure to pupils lasting a few days is unlikely to warrant the implementation of formal arrangements other than encouraging pupils to continue their studies as best as they can.

It may be possible to find spare classroom capacity in nearby schools to enable key year groups to continue to attend formal lessons but other factors such as transport must be considered.

If the denial of access is likely to extend into the following school week, it will be necessary to make formal arrangements to ensure pupils can come to the school (for at least part of the day) and continue their learning at home.

3.11 Learning Continuity

In 2008, the Department for Children, Schools and Families (now the DfE) published guidance 'Supporting Learning if Schools Close for Extended Periods in a Flu Pandemic' establishing the requirements placed upon schools. It is considered that the basic principles remain valid.

Schools should be able to provide remote learning through its Virtual Teaching and Learning Environment (VTLE) if it has one.

School web-sites will provide a useful entry point for pupils and parent/carers to know what is happening.

If time allows, educational materials that allow for independent learning should be issued before pupils are sent home when the school is closed.

Consideration should be given to supplying hard-copy material to pupils without access to computers at home. This could be done by post or providing an appropriate collection point.

Given the need to interact with pupils, there are no credible home-working arrangements for teaching staff during the academic year.

3.12 Other Dependencies

As the school does not operate in isolation, it will be necessary to consider the implications of any incident for partners, suppliers and contractors. This includes the possibility that the school may suffer an impact as the result of an incident affecting one of those organisations.

Loss of access to critical transport assets or specialist equipment may also have a significant impact of the normal operation of the school.

4: Planning for a Critical Incident or Business Disruption

4.1 Risk Assessment

The current approach to critical incident and continuity planning is the result of on-going work involving the BCRR Team and schools across the city since 2011. At the outset, it was accepted that schools would experience disruption at some time and, as such, it was deemed that a basic risk assessment would identify the most likely causes of a critical incident or business disruption. It was agreed that schools would benefit most by focussing on developing core capabilities that would enable them to respond to the wide range of risks faced regardless of the likelihood of occurrence.

It was also determined that placing an emphasis on consequence management would yield the best return for schools given the limited amount of time they would have available to commit to planning for critical incidents and business disruptions.

By developing their response to the consequences likely to be common to a wide-range of incidents, schools could build their resilience in the most effective manner.

Schools were asked to look at their immediate environment and specific circumstances to identify hazards they felt could pose challenges that merited further preparation and inclusion within their CIC Plans.

The Council's Audit, Risk and Insurance Service encourages schools to maintain a wide-ranging risk register, which includes risks associated with critical incidents and business continuity. There is also linkage to the Council's Health and Safety Team's general risk assessment and guidance. The outcomes of these activities continue to influence on-going development of the CIC Plan.

4.2 Identified Hazards/Threats

Since the initial assessment in 2011, a dynamic list of possible hazards and threats has evolved to reflect the experience of schools in Newcastle and beyond as follows:

- Asbestos Emergency (see Section 7.1 for further information).
May not be relevant to recently-built schools.
- Bomb Threat and Suspect Letter/Package (see Section 7.2 for further information).
- Damage to School Buildings (see Section 7.3 for further information)
- Death or Serious Injury in the School (see Section 7.4 for further information)
- Electricity Supply Failure (see Section 7.5 for further information).
- Flooding (see Section 7.6 for further information).
- Gas Supply Failure (see Section 7.7 for further information).
- Hot Weather (see Section 7.8 for further information).
- Infectious Disease (see Section 7.9 for further information).
- Intruder (see Section 7.10 for further information).
- Missing Pupil (see Section 7.11 for further information).
- Safeguarding Incident (see Section 7.12 for further information).
- Telephone Scams and Nuisance Calls (see Section 7.13 for further information).
- Violent Parent/Carer (see Section 7.14 for further information).
- Water Supply Failure (see Section 7.15 for further information).
- Winter Weather (see Section 7.16 for further information).

4: Planning for a Critical Incident or Business Disruption

4.3 Prevention and Mitigation

Many incidents occur without warning and there is nothing that can be done to prevent them. It is for that reason that time is spent planning, training and rehearsing to provide the capability to minimise the duration and impact felt by the school community.

Some incidents (often weather or health related) can be predicted in advance and are linked to formal warning arrangements. In these cases, it is possible to take preparatory steps to reduce the risk sufficiently that the incident can be avoided or, at least, mitigated.

In other situations, mitigation can be achieved by enforcing school policies robustly and putting things right when problems first arise. The most prominent example would be in respect of security and safety by ensuring perimeter fences and gates remain in working order and physical access to school buildings is restricted accordingly.

4.4 Core Capabilities

There are many potential causes of disruption. The school should build core capabilities that can be adapted to respond to the specific situation being faced. Core capabilities are:

- Ability to maintain normal operation of the school whilst dealing with disruption.
- Ability to evacuate from buildings to school grounds or beyond if necessary (see Section 8.1 for further information).
- Ability to shelter-in-place to respond to external hazards, including responding to requests from the police to provide shelter for members of the public at immediate risk (see Section 8.2 for further information).
- Ability to lock-down buildings to respond to external threats (see Section 8.3 for further information).
- Ability to close the school to pupils at short-notice (see Section 8.4 for further information).
- Ability to respond to incidents away from the school involving pupils and staff participating in a school trip/educational visit (see Section 8.5 for further information).

4.5 Consequence Management

Although there are many potential hazards/threats there are significant consequences that need to be addressed regardless of cause. It should help the school to focus on generic principles that can be applied when necessary.

Significant consequences include:

- Dealing with bereavement (see Section 9.1 for further information).
- Extended denial of access to school buildings (see Section 9.2 for further information).
- The impact of incidents on inspections and examinations (see Section 9.3 for further information).
- Dealing with prolonged events such as pandemic influenza (see Section 9.4 for further information).

4: Planning for a Critical Incident or Business Disruption

4.6 Emergency Grab Bag

Schools should have a bag containing equipment and information to be used during emergencies such as an evacuation, shelter-in-place or lock-down. It should be stored in a place with ease of access and relevant staff should be aware of its location. It should contain some or all the following:

- Copy of CIC Plan.
- Copies of other relevant documents (such as log sheets, blank forms and information lists).
- First Aid Kit.
- Torch.
- Two-way radios.
- Batteries.
- Whistle.
- Loud-hailer.
- Disposable camera.
- Armbands and/or high-visibility tabards.
- Stationery (such as blank paper and pens).
- Petty cash.
- Space Blankets.

Other useful items that are either too large or numerous to be stored in the 'emergency grab bag' should be identified and recorded on the inventory.

Schools may wish to hold more than one grab bag, keeping them in separate locations in case the normal location cannot be accessed. Feasible locations might include a near-by school (on a reciprocal basis) or with a staff member who lives close to the school.

The contents should be checked at the start of each term to ensure they are within life-span and any documents are up-to-date. The contents should be replenished after use.

5: Critical Incident and Continuity (CIC) Plan

5.1 Plan User

The CIC Plan is written for use by the Head. Appropriate staff members will have been identified to deputise in their absence.

5.2 Plan Content

The CIC Plan contains four sections:

- Responding to a Critical Incident or Business Disruption [Green] providing guidance about key functions of incident management. This should help to ensure co-ordination of effort and clarity of communication during incidents.
- Incident Guidance Notes [Red] providing guidance relating to the response to specific hazards.
- School Information Cards [Yellow] providing information about the school that may be useful during incidents and emergency contact details for staff/key service providers. A school floor plan is included.
- External Organisation Contacts Cards [Blue] providing contact details for external organisations that should help to establish effective communication during response.

5.3 Plan Distribution

Given the sensitive nature of some of the material contained in the CIC Plan (particularly personal telephone numbers), it is regarded as a 'Confidential Document'. Full copies of the plan should be issued to those likely to play a significant role in its implementation, including:

- Members of School Leadership Team
- Site Manager (Facilities Management)
- Chair and Deputy Chair(s) of Governing Body
- BCRR Team (for Director of People and Assistant Director for Education and Skills)
- School Office.

Sanitised copies (as determined by the school's information governance policy) may be issued to other parties, where appropriate.

5.4 Awareness, Training and Plan Validation

The Head should arrange regular awareness and training sessions to remind existing staff and familiarise new staff with their potential roles and responsibilities. Scenario-based exercises should be used to rehearse staff and validate the CIC Plan.

The Head should consider ways in which the Governing Body can be incorporated into the overall process.

The BCRR Team can facilitate a range of events for schools. Details of the current options can be found on the Business Continuity, Risk and Resilience page of Services to Schools (SLA Online).

The Head should keep a record of all such events (including CIC Plan amendments). A specimen record sheet can be found in section 11.1 of this handbook.

5: Critical Incident and Continuity (CIC) Plan

5.5 Plan Maintenance

The Head and BCRR Team should review the CIC Plan in preparation for the Autumn Term.

The Head should ensure that staff contact details are checked on a regular basis. The BCRR Team will provide the Head with an updated version of Key Contact Card(s) as required.

Plan-holders should notify the Head of any necessary amendments.

If there is an urgent need to update the plan, the Head or BCRR Team will issue amendments by email.

The Head should hold a record of all amendments to the plan. A specimen record sheet can be found in section 11.1 of this handbook.

5.6 Performance Review

This should occur whenever the CIC Plan is activated. The Head should amend their plan accordingly and issue emergency amendments as necessary. Notification of any plan activation and copies of any reports should be forwarded to all plan-holders.

6: Managing a Critical Incident or Business Disruption

6.1 Impact Assessment

The Head will assess the impact of an incident and likely disruption to be faced by considering:

- Extent of disruption (or potential disruption) of normal school activities and extended services.
- Impact on pupils, staff and parents/carers (including communication and welfare requirements).
- Specific issues in respect of disability, language and multi-cultural/faith needs.
- Premises/building issues.
- ICT and other equipment issues.
- External dependency issues (including supplies and/or suppliers).
- Transport issues.
- Options for learning continuity (in prolonged incidents).
- Requirements for media liaison.

During prolonged incidents, this assessment should be reviewed regularly to allow the Head to:

- Evaluate the outcomes of incident response strategies.
- Evaluate the outcomes of learning continuity strategies.
- Monitor the on-going level of disruption and potential for further damage.
- Re-assess the relative criticality of activities and prioritise based on immediate need and availability of resources.

6.2 Incident Severity

Most incidents will be 'Level 1' and addressed without resorting to formal incident management structures. 'Level 2' incidents are more complex. It will be necessary to adopt an approach that provides greater co-ordination of effort and communication, possibly over a prolonged period.

6.3 Level 2 Incident Management

It is recommended that the Head adopts a formal 'command and control' structure as follows:

- School Incident Management Co-ordinator (SIMC).
- School Incident Management Team (SIMT).
- School Incident Co-ordination Centre (SICC).

6.4 School Incident Management Co-ordinator (SIMC)

The Head will act as SIMC and shall ensure that relevant action is being taken by:

- Maintaining appropriate command and control arrangements.
- Implementing appropriate incident response strategies.
- Implementing appropriate learning continuity strategies.
- Undertaking regular impact assessments.
- Determining content of all messages to be released to pupils and parents/carers.
- Implementing appropriate recovery and restoration strategies once the immediate consequences of disruption have been dealt with.

For further information refer to IMC-01: School Incident Management Co-ordinator (SIMC).

6: Managing a Critical Incident or Business Disruption

6.5 School Incident Management Team (SIMT)

The SIMC will consider the scale of incident, depth of specialist knowledge required, and size of the school and activate the SIMT to assist as directed. Incident Management Cards (IMC) outline the approach to core activities:

- IMC-02: Pupil and Staff Welfare.
- IMC-03: Sharing Information with Staff, Pupils and Parents/Carers.
- IMC-04: Media Liaison.

The SIMC will appoint and brief appropriate members of the School Leadership Team (SLT) to take responsibility for one or more of core functions as necessary.

6.6 School Incident Co-ordination Centre (SICC)

The SIMC may require SIMT members to co-locate to improve the flow of communication and the decision-making process. The location chosen will be designated as the SICC.

In many cases this will be the Head's Office but, depending on circumstances, another location may be more suitable. This may involve choosing an off-site location as access to the school is prohibited.

6.7 Incident Logging

The SIMC will maintain a central incident log and attach a copy of all written material (such as the initial impact assessment). Senior staff with responsibility for specific functions should add relevant material to this log as required.

All staff (including facilities staff) are advised to maintain personal logs during any incident and update the central incident log as required.

Once the SIMC has declared the incident 'closed', copies of all personal logs and associated material will be attached to the central incident log.

A specimen 'Incident Log Sheet' can be found in section 11.2 of this handbook.

6.8 Confidentiality

Details of those known to have been involved in an incident must not be released or confirmed to any parties until those identities are formally agreed and next of kin have been informed. The principle of 'need to know' must be applied on all occasions.

6.9 Requests from the Media

All staff (including facilities staff) will refer all requests from the media to the SIMC or the SIMT member responsible for media liaison.

6.10 Staff Welfare

All staff (including facilities staff) should keep an eye on how colleagues may be coping. Any concerns should be raised with the SIMC or SIMT member responsible for pupil and staff welfare.

6.11 Responding Outside Hours

If required to attend the school outside hours, staff should bring useful items such as keys for offices, desks and cupboards.

Staff should ensure they are dressed in a manner appropriate for the situation. The SIMC and other senior staff should consider the possibility of being required to take part in a televised interview.

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6.12 Facilities Management

Facilities staff will continue to undertake normal duties wherever possible. The Site Manager will activate their employer's plans/procedures in support of the school's CIC Plan and help to:

- Ensure the emergency services and Council can access car parks and buildings quickly without obstruction.
- Ensure that building and gate keys are available.
- Immobilise utility supplies (gas, electricity and water) if required.
- Assist with any evacuation, shelter-in-place or lock-down.
- Maintain school security.
- Provide general facilities management advice.
- Notify the facilities management contract manager and request additional resources.

Security and safety information relating to school building(s) and grounds is held in the School Information Book.

Once the incident has been dealt with, the first activity will be to check that the premises are safe and secure. Where this is not the case, an assessment of damage should be made and passed to the Head. If there is significant damage to the premises, this will require:

- Assessment of how much of the school can be used and when.
- Liaison with structural engineers, insurers and loss adjusters in respect of the extent of damage and subsequent restoration strategy.
- Implementation of temporary repairs that may stop further damage and/or allow safe use of premises.
- Controlled demolition of areas beyond repair.
- Salvage and cleaning of items of equipment that can be recovered from damaged buildings.
- Implementation of temporary traffic arrangements (such as access and use of car parks).

6.13 School Office

The School Business Manager (SBM), supported by admin staff as necessary, will:

- Provide the initial interface with parents/carers and other parties attending the school.
- Co-ordinate activities intended to maintain/restore normal business.

Admin staff working in Reception must be vigilant and exercise caution when making comments that may be overheard. When handling in-coming telephone calls they should:

- Only give out information from prepared statements that will be issued for the purpose.
- Take special care when answering telephone calls during the early stages of an incident.
- Remember that some calls could be bogus.
- Maintain records of all calls received.

6.14 Teachers and Support Assistants

Classroom-based staff will continue to undertake normal duties wherever possible unless directed by the SIMC.

Maintaining normality for pupils will be a priority but will be determined by the need for implementation of any health and safety measures.

6: Managing a Critical Incident or Business Disruption

6.15 Governing Body

The SIMC will agree the appropriate level of support with Chair of Governors who will:

- co-ordinate provision of support from the Governing Body as required.
- provide support to the SIMT and remain on stand-by to assist with parent/carer and media liaison activities.
- assist with the arrangements for returning the school to normal operation and appropriate post-incident activity (for example funerals and memorials).

6.16 Newcastle City Council

The Council will support schools during incidents where appropriate. The SIMC may ask the BCRR Team for assistance including, resources permitting, attendance at the school. This does not replace existing statutory relationships or Service Level Agreements (SLA) with other parts of the Council.

Key operating priorities to be observed during the implementation of the CIC Plan are:

- Safety of pupils, staff and visitors.
- Maintaining learning and extended services.
- Minimising financial loss.

The Council's Health and Safety Team can assist during an incident but must be notified as soon as possible if it involves:

- Death or serious injury to a pupil, member of staff or visitor.
- A pupil or visitor being taken or sent to hospital.
- A member of staff being off work for more than three days because of an incident.

Although most incidents will occur during the normal school day, problems can occur outside school hours or term time. It may be necessary to arrange for parts of the school to be opened and staff asked to attend the school.

6.17 Recognised Trade Unions and Professional Associations

Given the recognition afforded to trade unions and professional associations, the SIMC should consider both the potential impact on members of such bodies and the support that may be forthcoming during the immediate response to incidents and/or the longer-term consequences.

6: Managing a Critical Incident or Business Disruption

IMC-01: School Incident Management Co-ordinator (SIMC)

1. **Formal Activation of CIC Plan**

If the Head decides to formally activate the CIC Plan, they will assume the role of School Incident Management Co-ordinator (SIMC) and take the following action:

- Maintain incident log (recording key events, decisions and actions).
- Act as the main point of contact for the emergency services throughout the incident as required.
- Confirm membership of the SIMT. Identify areas of responsibility and reporting arrangements. Review membership as incident develops.
- Provide initial briefing to the SIMT and maintain a two-way flow of information. Chair regular meetings during prolonged disruptions. Attach minutes to the incident log.
- Maintain regular contact with staff/contractors. Ensure they know each other's roles/responsibilities. Try to remain positive and respond positively to ideas and suggestions.
- Remain aware of staff welfare issues. The burden of response may fall disproportionately on a small number of staff. They could need professional support during and after an incident.
- Provide the Chair of Governors and Assistant Director for Education and Skills with regular situation reports. Attach copies to the incident log.
- Prepare a communication plan, identify who needs to be informed and how they will be reached. Consider possible media interest and how to respond. The Council's Communication Team may be able to assist during incidents that attract significant local/national media interest and have consequences for the reputation of the school and Council.
- Communicate with parents/carers early and maintain regular contact. They may already be aware and will seek information proactively. Ask parents/carers to come to the school for a briefing if appropriate.
- Avoid closing the school to pupils if possible. Try to maintain normal routines and time-tables.
- Update the impact assessment (in accordance with section 5 of this card) at regular intervals. Attach copy to the incident log.
- Once an incident is closed, issue the 'stand-down'. Conduct a 'hot de-brief' to identify significant issues requiring immediate remedial action.
- Close the incident log.

2. **Activation of School Incident Management Team (SIMT)**

Identify the roles to be undertaken and the lead staff member for each function. Roles to be considered include:

- Pupil and staff welfare.
- Sharing Information with staff, pupils and parents/carers.
- Media liaison.
- Business management/continuity co-ordination.
- Facilities management (premises issues).
- Central log-keeping and admin support.

6: Managing a Critical Incident or Business Disruption

IMC-01: School Incident Management Co-ordinator (SIMC)

3. **Opening the School Incident Co-ordination Centre (SICC)**

Lead officers should operate from a single location during the response to any incident that requires formal activation of the CIC Plan. The location will be determined by the on-going incident and may need to be away from the school.

4. **Post-Incident Activity**

Once the incident has been dealt with and the 'stand-down' issued, a formal de-brief and review process should be undertaken in accordance with section 2.9 of the Newcastle Schools Critical Incident and Continuity (CIC) Handbook.

5. **Impact Assessment**

The SIMC shall assess the impact of an incident and the likely disruption to be faced by considering:

- Extent of disruption (or potential disruption) of normal school activities and extended services.
- Impact on pupils, staff and parents/carers (including communication and welfare requirements).
- Specific issues in respect of disability, language and multi-cultural/faith needs.
- Premises/building issues.
- ICT and other equipment issues.
- External dependency issues (including supplies and/or suppliers).
- Transport issues.
- Options for learning continuity (in prolonged incidents).
- Requirements for media liaison.

During prolonged incidents, this assessment should be reviewed regularly to allow the Head to:

- Evaluate the outcomes of incident response strategies.
- Evaluate the outcomes of learning continuity strategies.
- Monitor the on-going level of disruption and potential for further damage.
- Re-assess the relative criticality of activities and prioritise based on immediate need and availability of resources.

6: Managing a Critical Incident or Business Disruption

IMC-02: Pupil and Staff Welfare

1. Initial Actions

The approach to welfare will be determined by considering:

- What level and range of welfare support for pupils will be required?
- What level and range of special welfare arrangements will be required for staff?

This will be vital in respect of special assemblies, funerals and memorial services.

2. Pupil Welfare

Following traumatic incidents, pupils may exhibit some of the following:

- Slow learning in all areas of curriculum (particularly English if it is not their first language) and an inability to meet targets.
- Attendance problems, either regularly having days off or dropping out.
- Social problems with peers and/or adults.
- Isolation.
- Behaviour difficulties.
- Poor concentration, restlessness and over-activity.
- Memory difficulties.
- Emotional difficulties, unhappiness, over-anxiety, fearfulness and disturbed sleep patterns.
- Unexplained headaches, stomach aches or other pains.
- Displaying a sudden change or increase in behaviour that indicates distress such as: an increase in confrontation; abrupt withdrawal from others; complaints of feeling ill; wetting or soiling themselves; and/or inability to concentrate in class.

3. External Support for Pupils

The Council's Educational Psychology Service (EPS) can provide trauma and bereavement support.

Other specialist providers may be able to offer support to pupils on issues such as emotional support, shock, bereavement, drug use, stress, anxiety, depression, suicidal thoughts, trauma, self-harm. These include:

- Barnardo's Orchard/Mosaic Project (0191 212 0237).
- Children North East Weyes Counselling Service (0191 273 3997).
- Kalmer Counselling Services (0191 241 6731).
- Streetwise Young People's Project (0191 230 5533).

Where there are immediate concerns about suicidal thoughts, specialist organisations include:

- ChildLine (0800 1111)
- PAPYRUS Helpline UK (0800 068 4141)
- Samaritans (116 123)

6: Managing a Critical Incident or Business Disruption

IMC-02: Pupil and Staff Welfare

4. **Disproportionate Impact**

Some pupils may suffer disproportionate consequences (particularly in immediate aftermath of an incident) relating to:

- Free school meal provision.
- SEN provision.
- Physical disability (including lack of mobility arising from temporary injury).
- English as an additional language.

5. **Staff**

Adults may react differently during an emergency to how they would normally. Impact may be delayed so on-going attention needs to be paid to staff welfare. This includes:

- Ensuring that all colleagues receive reassurance and support.
- Being aware of how colleagues are coping.
- Considering implementation of a rota and formal handover arrangements when response to incident exceeds several hours.
- Using de-briefing techniques to allow colleagues to address welfare concerns once an incident is over.

Some staff members may find their ability to perform normal duties impaired following an incident. This may be more significant in the run-up to inspections or public examinations.

6. **External Support for Staff**

The school's occupational health provider and human resources advisor should be consulted regarding the impact on staff members where appropriate. It may be that there are existing arrangements for employee assistance that can be accessed.

Staff members should be reminded of other sources of support including:

- Referring themselves to their GP.
- Teacher Support Network (08000 562 561).
- Newcastle talking Therapies (0300 555 1115).

7. **Inspections and Examinations**

Ofsted inspections are generally undertaken at short notice but if they coincide with the aftermath of an incident, this should be highlighted to the inspection team.

Some pupils may find their ability to concentrate impaired following an incident. If this is near to public examinations (SATs or GCSE and GCE AS/A2 Level), the relevant examining board(s) should be made aware of the circumstances.

Some members of staff may find their ability to perform normal duties impaired following an incident. This should be monitored during the run-up to public examinations and appropriate action taken if required.

8. **Long-Term Ramifications**

Consideration should be given to the on-going ramifications for pupils and staff members, including maintenance of regular communication and continuing welfare support. This will be vital in respect of key dates such as anniversaries.

6: Managing a Critical Incident or Business Disruption

IMC-03: Sharing Information with Staff, Pupils and Parents/Carers

1. Initial Actions

The SIMC will consider the immediate and potential impact of an incident and determine the appropriate strategy for communicating with staff, pupils and parents/carers.

2. Information Sharing Strategy

The approach to sharing information will be determined by considering:

- What information needs to be made available to staff and how will it be shared?
- What information needs to be made available to pupils within the confines of the school and how will it be shared?
- What general information needs to be issued to parents/carers in writing?
- What specific information needs to be given in person to parents/carers of pupils directly affected (deceased or hospitalised) by the incident?
- If the incident is away from the school, the police should be consulted to determine whether it is appropriate for parents/carers to travel to the scene?

Emphasis will be given to events such as special assemblies, funerals and memorial services.

3. Communicating with Parents/Carers

Work closely with school staff who will have key roles in face-to-face relationships with parents/carers.

Ensure consistency of message and approach with the information being released to the media.

Urgent communication will be issued using text-messaging and/or telephone calls for those parents/carers who have not provided up-to-date mobile telephone numbers. The school's preferred social media channels (such as Facebook and Twitter) will also be used.

Where there is less urgency or a need to relay complex messages, a letter should be drafted and sent home with pupils at the end of the school day. This may also be sent by email.

6: Managing a Critical Incident or Business Disruption

IMC-04: Media Liaison

1. Initial Actions

The SIMC should anticipate the likely level of media interest, consider the impact on the school and implement an appropriate media strategy.

All staff members (including external contractors) shall be reminded to restrain from talking directly to the media and/or allowing access to the premises without appropriate authorisation first having been granted.

2. Media Strategy

The more serious an incident is, the longer the media will be interested. This may involve activity over several weeks followed by increased interest at key times such as public inquiries and anniversaries. As required:

- Liaise with the Council, police and other emergency services to ensure that all messages are co-ordinated.
- Co-ordinate with colleagues responsible for communicating with pupils, parents/carers and staff.
- Develop a communication plan which identifies a clear public message about the incident, who needs to be made aware, how they will be reached and who will take responsibility for communicating with them.
- Identify suitable 'talking heads' who may be required for interview(s).
- Provide a single point of contact (name and telephone number) for media enquiries.
- Provide a basic information pack about the school for the media.
- Consider and source additional communication equipment if required.
- Use a telephone helpline, text messaging, social media or the school website as means of contact for interested parties and to provide public information.
- Ensure that sufficient staff are available to handle in-coming calls and issue out-going communications.
- Implement appropriate message recording protocols and brief staff as required.
- Provide appropriate whiteboards for display of 'common information' to be used by staff involved in communications and media liaison.
- Monitor social media and media websites to understand how the incident is being portrayed and to inform the communication plan.

3. Council Communication Team

This team may be able to provide support and advice in relation to critical incidents which are likely to attract significant local/national media interest and have serious reputational risk for the school and the Council.

Additionally, where the nature of the incident and/or specific media requests make it relevant, the facilities management provider will be consulted.

6: Managing a Critical Incident or Business Disruption

IMC-04: Media Liaison

4. **Speaking to the Media**

Try to postpone comments to the media until after speaking to the Council's Communication Team as they can provide support and advice in relation to incidents likely to attract significant local/national media interest and which carry serious reputational risk.

If relevant, the facilities management provider will be consulted.

5. **Media Interviews**

If you must take part in a media interview, you should consider the following:

- Have another person with you, if possible, to monitor the interview.
- If possible, agree an interview format and establish what the interviewer wants to ask.
- Decide beforehand what you want to say and have in mind three clear points you want to make. Do not read out your messages in an interview.
- Remember you could be quoted on anything you say to a journalist, even if it is not part of the formal interview.
- If you do not know the answer be prepared to say so – do not guess.
- Stick to the facts and do not be drawn into speculation.
- Do not over-elaborate your answers.
- Do not grant access to photos or schoolwork of children and/or staff involved without seeking parental or other necessary permissions.
- Try to demonstrate empathy with victims and a calm measured approach always.
- Most journalists are responsible but ensure that you control where the interview/camera team goes when the interview is over until they are off the school grounds.

7: Hazard/Threat Information

7.1: Asbestos

7.1.1 Hazard

Asbestos Containing Materials (ACM) become disturbed or damaged unexpectedly during repair works or because of structural damage or building collapse caused by fire, flood, vandalism or severe weather.

7.1.2 Prevention and Mitigation

Sources of asbestos remaining in the school should have been identified as part of the asbestos management plan. Consequently, any planned building work will have taken account of the need for appropriate measures associated with asbestos.

7.1.3 School Asbestos Management Plan

This document contains an asbestos register (location and extent), which has been developed using information obtained from an asbestos survey and the latest monitoring visit carried out by competent asbestos surveyors. This should be referred to in advance of any significant repair works or during any asbestos emergency.

7.1.4 Designated Person for Asbestos

The school will have identified a Designated Person for asbestos as part of its Asbestos Management Plan.

7.1.5 Incident Response

If it is suspected that ACMs may have been disturbed/damaged the following should occur:

- **Stop any work or activity that is being carried out in the affected area.** This will prevent further damage to the material and limit the potential exposure to pupils, staff and visitors.
- **Immediately withdraw all persons from the affected area.** Leave any potentially contaminated tools/equipment in the area.
- **Prevent access to the affected area.** Where possible, lock doors or create physical barriers. If the affected area is part of a fire escape route consideration will need to be given to how this might affect the ability to use other parts of the building. This matter should be discussed with the Hazard Officer or Health and Safety Section at the Council.
- **Consult the asbestos management plan.** Determine if ACMs have been identified (even if there has not been any ACMs found during the management survey, be aware of the possibility that unknown ACMs may have been exposed).
- **Seek appropriate advice to ensure the situation is appropriately managed.** The approved analyst can be contacted directly, or the Hazard Officer or Health and Safety Section at the Council; who will provide appropriate advice, guidance and support to help you safely manage the situation. If in the unlikely event, personal decontamination is thought necessary, the approved analyst will also provide appropriate support through this process.
- **Do not re-enter or re-occupy the area until the authorisation has been given by the Approved Analyst, Hazard Officer or Health and Safety Section at the Council.**
- **Do not attempt to sweep, vacuum or remove any debris until the material has been formally identified by the Approved Analyst and actions to clear the debris agreed with the Council's Hazard Officer or Health and Safety Section.**

If there is any doubt, the material should be presumed to be an ACM.

7: Hazard/Threat Information

7.1: Asbestos

7.1.6 Specialist Advice

The Council's Hazard Officer or Health and Safety Section should be consulted during any asbestos emergency.

7.1.7 Recovery and Restoration of Normality

It is anticipated that most incidents involving asbestos will have a limited impact on the school. However, in the worst-case scenario, there could be extended denial of access to premises, or part thereof. Refer to section 9.2: Extended Denial of Access to School Buildings.

7: Hazard/Threat Information

7.2: Bombs

7.2.1 Threat

In the past, bomb threats against schools have been rare events. They have either come in the form of:

- Telephone warnings.
- Suspect packages/letters.

More recently, the emergence of email threats sent to large numbers of schools simultaneously (often associated with demands for electronic money transfer) has created substantial trouble across the country.

7.2.2 Prevention and Mitigation

National Counter Terrorism Security Office (NaCTSO): Advice to Leaders of Schools and other Educational Establishments for Reviewing Protective Security – Including Bomb Threats was issued following a series of malicious hoax communications to schools across the UK.

Although previous incidents were not investigated as terrorism related offences, the guidance issued provides a means to assess existing security plans that ensure you are alert but not alarmed.

The school will have planned and rehearsed an appropriate procedure for evacuating in response to a bomb threat. The School should have identified a minimum of two Bomb Assembly Points in opposing directions, and at least 500 metres from the building. Where possible the assembly point should not be a car park.

7.2.3 Incident Response

If a telephone/email threat is received or a suspect package/item discovered, the Head will take appropriate steps based on available information and in accordance with the emergency procedure outlined in the School CIC Plan.

The police should be contacted immediately on 999 and any advice given regarding how to proceed should be followed.

If there is any doubt regarding the safety of those in the school, they should be evacuated at least 500m away from the immediate danger. This should be conducted in accordance with any instruction given by emergency services.

7.2.4 Cordons

If the school is the target of, or near to, a bomb/explosive device (suspected or confirmed), the cordon distance may vary depending on potential size of the bomb/explosive device. Minimum police cordon distances are 500m from the location of the bomb/explosive device (suspected or confirmed).

7.2.5 Telephone Threats

The staff member receiving any telephone should complete as much of the form found in section 11.3: Telephone Warning Record. This will be given to the police to support their investigation of the crime that has been committed.

7: Hazard/Threat Information

7.2: Bombs

7.2.6 Email Threats

Whilst it cannot be ruled out that an email threat is genuine, they are usually sent out to large numbers of schools simultaneously to cause a nuisance or extort money.

It is unlikely that filters can be set up to prevent them being received as it is very difficult to differentiate between threats and legitimate emails sent using similar terminology (for instance an updated CIC Plan or a 'warning' from the BCRR Team).

Your ICT provider should be informed about any Email threats received to see if they can block further emails from the sender.

The police should also be notified as they may be able to track down the sender and press charges in respect of malicious communication.

The message should not be replied to, forwarded or deleted. Recipients are advised to note the sender's email address and preserve all web log files from seven days before the threat and 48 hours after to help the police investigation.

7.2.7 Suspect Letter/Package

Suspect letters/packages take many forms such as parcels, envelopes or padded 'jiffy-bags'. They may be sent through the post or delivered by hand. They may explode or ignite when opened and sometimes before they are opened.

Confirm if the item exhibits recognisably suspicious characteristics using the HOT Protocol:

Is it Hidden?

Is it Obviously suspicious?

Tell-tale signs include:

- Grease marks on envelope or wrapping.
- An unusual odour such as marzipan or machine oil.
- Visible wiring or tin foil – especially if the envelope or package is damaged.
- Powders or liquids appear to be present - especially if the envelope or package is damaged.
- The envelope or package may feel very heavy for its size.
- It may have been delivered by hand from an unknown source or posted from an unusual place.
- There may be too many stamps for the size/weight of the package.

Is the item Typical of what you would expect to find in this location?

If it is suspected that that a package may contain an explosive device or harmful substance, the emergency procedure outlined in the School CIC Plan shall be followed.

7.2.8 Recovery and Restoration of Normality

Bomb threats tend to be events that are over quickly and enable the school to return to normal operation by the next school day at the worst.

In the unlikely event that a bomb threat is associated with an actual device that detonates, the level of damage caused could lead to the extended denial of access to the premises, or part thereof. Refer to section 9.2: Extended Denial of Access to School Buildings.

However unlikely it may be, a bomb that detonates whilst the school is occupied could lead to serious injury and death. This would require an appropriate welfare response, particularly in respect of bereavement. Refer to section 9.1: Dealing with Bereavement.

7: Hazard/Threat Information

7.3: Damage to School Buildings

7.3.1 Hazard

Damage to school buildings or grounds that may endanger pupils, staff and visitors may arise from an event that occurs within school premises or something (such as a gas explosion in nearby houses) that occurs outside the school but impacts on the school.

7.3.2 Prevention and Mitigation

There is little that can be done to prevent damage occurring as it is most likely to be an indirect consequence of an incident occurring outside the control of the school.

However, during spells of very cold weather, water pipes should be monitored for potential leaks and repairs made. Burst water pipes have the potential to cause substantial structural damage and affect the electrical system and ICT equipment.

7.3.3 Assessing the Level of Damage

The level of damage will fall into one of three categories:

- **Minor:** Damage to parts of the school, trees, canopies or out-buildings that temporarily renders affected areas unsafe but is unlikely to require closure of the school whilst repairs are made. This is most likely to occur following high winds, heavy snowfall or flooding.
- **Substantial:** Damage to parts of the school that is likely to result in short-term denial of access to the entire school site on health and safety grounds until repairs can be made.
- **Catastrophic:** Damage that will result in the immediate closure of the school for a long period whilst re-construction is undertaken. This is most likely to occur following a major fire or major structural failure.

7.3.4 Incident Response

Where practical, areas affected by minor damage should be cordoned off to allow the school to remain open to pupils whilst damage is made good.

More substantial damage may result in short-term denial of access to the entire school site on health and safety grounds until repairs can be made. If this occurs whilst the school is occupied, evacuation of buildings and migration from the site should be undertaken.

No pupils, staff or visitors shall re-enter the affected parts of the school or grounds until the Head has confirmed it is safe to do so. This will be determined in conjunction with those responsible for site management and/or the Council's Health and Safety Team.

If damage is catastrophic and it becomes clear that early re-occupation of building(s) is not viable, consideration must be given to implementation of appropriate temporary arrangements to allow resumption of learning. Refer to section 9.2: Extended Denial of Access to School Buildings.

7.3.5 Asbestos

If the school contains asbestos, it will be identified in the Asbestos Management Plan. Structural damage should be checked against this to ascertain whether there is a risk of exposure. If confirmed, refer to section 7.1: Asbestos.

The extent of damage and location of asbestos will determine if there is a need for closure whilst damage is made good. It may be possible to seal and cordon off the affected location (such as a classroom) and allow the rest of the school to function normally.

7: Hazard/Threat Information

7.3: Damage to School Buildings

7.3.6 **Damage to Water Pipes**

If structural damage results in burst water pipes:

- Turn off the stop-cock and heating boiler(s).
- Open all taps to drain the system quickly.
- Soak up/block off escaping water with thick towels.
- Call the building maintenance provider to arrange the services of a plumber.
- Turn off taps once pipework is repaired to avoid further flooding.

7.3.7 **Repairs and Minor Re-construction**

The school should contact its building maintenance provider to obtain an assessment of repair work that will be needed and the impact this will have on the normal operation of the school.

The Council's School Organisation and Capital Specialist and/or Service Manager Education are well-placed to provide specialist support on premises-related matters.

Schools with a Council Service Level Agreement (SLA) should contact the One Stop Shop. Other schools can negotiate one-off support by contacting the Service Manager Architecture and Building Design on the understanding that this will be fully re-chargeable.

Priority will be given to schools with an existing SLA. Every effort will be made to assist other schools (including out of hours) but this not guaranteed.

Immediate work to make damage safe may require short-term closure on safety grounds. Further repair work should be managed in way that minimises disruption to the normal operation of the school wherever possible.

More significant damage may require minor reconstruction work with a longer impact on parts of the school. It may be possible to continue normal operation in the rest of the school whilst building work is undertaken.

7.3.8 **Casualties**

If there are casualties resulting from damage to school buildings, the associated consequences would be addressed in parallel to the practical problems of repair, renovation and re-construction.

Significant casualties (in respect of both severity and number) are most likely to arise if catastrophic damage occurs whilst the school is occupied.

7.3.9 **Recovery and Restoration of Normality**

The level of damage suffered will determine the length of time taken to restore the normal operation of the school. In the worst-case scenario, there may be to extended denial of access to premises, or part thereof. Refer to section 9.2: Extended Denial of Access to School Buildings.

7: Hazard/Threat Information

7.4: Death or Serious Injury in the School

7.4.1 Hazard

A pupil or staff member could die suddenly as the result of:

- An accident during lessons (such as physical education) or playground activity.
- Violence perpetrated by an intruder or a member of the school community.
- Natural causes.

7.4.2 Prevention and Mitigation

By the general nature of the age-profile of the school community natural death at the school is not very common. Accidents can happen anywhere and nothing significant can be done to prevent them happening occasionally.

The school will have relevant health and safety policies for all risks associated with science lessons and physical education and ensure that they are robustly enforced.

An effective first aid regime within the school, including availability of appropriate defibrillators, may go some way to mitigate the severity of any injury. This may make the difference whilst waiting for an ambulance to arrive.

7.4.3 Incident Response

Where practical, the immediate area should be cleared of non-essential staff and any pupils should be moved to another location. Additional care and support may be required by those who become distressed because of what they have seen or understand to have occurred.

The BCRR Team should be notified of a sudden death or serious injury in the school and the Director for People and Assistant Director Education and Skills will be briefed accordingly.

The school will have to balance maintaining normality for pupils against asking parent/carers to attend the school to support their children and/or take them home early. It is possible that the school may have to close early.

7.4.4 Working with the Police

The immediate response will be to call 999 to summon an ambulance (and police if appropriate) but there will be a subsequent police involvement as follows:

- Shortly after the death is announced, the police will visit the school to investigate the circumstances.
- Rooms or spaces will need to be cleared for the police to work in.
- The police may need to collect evidence.
- The police will tell the next-of-kin and will want to speak at once to the relevant teacher, who will almost certainly be very upset and may need someone with them. Relevant staff may need to stay at the school until it is confirmed by the police that they can leave for the day.
- The police should remind you that you should not speculate on the cause of death. It should be remembered that the media are not always restricted to the same extent.

This process will feed into any subsequent Court case where criminal activity or negligence is suspected but any child death will result in an Inquest under the auspices of HM Coroner.

7: Hazard/Threat Information

7.4: Death or Serious Injury in the School

7.4.5 Telling Pupils and their Parents/Carers

Although the police will inform the next-of-kin, it may not always be possible to shield some or all pupils from facts that would normally be left to parents/carers to share with their children first.

The principles of the school's normal approach to dealing with bereavement should be applied and adapted accordingly to the circumstances. See section 9.1: Dealing with Bereavement for further guidance.

It is important not to make assumptions or repeat rumour. Shared information must only refer to the fact that death has occurred and not comment on the nature of death or other circumstances.

Language used will be important, particularly with younger children who may not fully understand what 'died' means.

The most effective course of action remains sending a letter home at the end of the day informing parents/carers, asking them to explain to their children what has happened and observe their reactions and to let the school know of any unusual behaviour.

7.4.6 Telling Other Schools

Where there are siblings of dead pupils in other schools there should be early liaison to ensure a consistent approach to the needs of the bereaved family.

7.4.7 Dealing with Media

The Head should expect the sudden death of a pupil or staff member to attract significant media attention.

Whilst the full facts remain unclear, it will be necessary to be measured in what is said to the media. Key events such as the post-mortem (which can happen within 24 hours of death) will be important in obtaining information to help mitigate media speculation.

7.4.8 Recovery and Restoration of Normality

Section 9.1: Dealing with Bereavement outlines the proposed approach to long-term aspects of a sudden death in the school and circumstances where a member of the school community has died elsewhere, and the school has then been notified.

7.4.9 Serious Injury

In circumstances where serious injury is involved rather than death, many of the same principles will apply. Consideration should be given to the requirements of pupils facing prolonged stays in hospital, particularly once they are well enough to resume learning activity during their recovery.

It will also be necessary to consider the implications when a live casualty has been removed from the school to hospital but subsequently dies.

7.4.10 Outside Hours or During Holidays

It is possible that a death occurring outside hours or during holidays may have a similar impact on the school. The same principles should be applied as appropriate.

7: Hazard/Threat Information

7.5: Electricity Supply Failure

7.5.1 Hazard

Unplanned loss of electricity supply will be disruptive (particularly in winter months).

HM Government has identified 'whole system' scenarios that lead to simultaneous prolonged loss of supply across large areas of the country. It is beyond the capacity of schools to undertake meaningful planning for such events and the Council will be expected to provide relevant guidance as part of its community leadership role.

7.5.2 Prevention and Mitigation

There is little that can be done by the school to prevent interruptions to the electricity supply as it usually originates outside the school.

It may be possible to mitigate the impact by use of emergency lighting to provide a means of safe egress and uninterrupted power supplies for ICT systems to enable controlled close-down and avoid loss of current work.

7.5.3 Incident Response

Contact Northern Powergrid (North East) Limited (0800 668877) or UK Power Cut Number (105) to report supply interruption.

Northern Powergrid (North East) Limited will confirm whether the problem is over a wide area or of a local nature that will require further investigation to ascertain the cause and determine any remedial action required.

If the cause is in the school, it may fall upon the building maintenance provider to make the repair.

The extent and likely duration will determine the action to be taken (such as closing to pupils). Key issues include:

- Maintaining the integrity of fire warning and evacuation systems.
- Maintaining the integrity of perimeter and building security systems.
- Ensuring safe passage throughout buildings or cordoning off areas without natural light.

7.5.4 Temporary Arrangements

Temporary arrangements may include:

- Loss of electric lighting may be overcome by use of battery operated portable lighting equipment and reliance on good natural daylight (with reduced hours of use in parts of buildings lacking good natural lighting throughout the school day).
- Loss of cooking appliances can be addressed by providing a cold sandwich solution or bringing in hot food prepared off-site. An early discussion with the Cook-in-Charge (or equivalent) is advisable to maximise the time available for preparatory activity.
- Loss of hand-driers in toilets may be addressed by use of paper towels.
- Loss of electric heating must not be replaced by portable gas heaters.

The Council does not retain stocks of temporary equipment that could be deployed at short notice. It will be necessary for the school to contact a commercial provider.

7.5.5 Recovery and Restoration of Normality

In most cases, interruptions to electricity supplies are of a short duration and as such there are minimal long-term consequences. Even those interruptions that cannot be resolved within a few hours are unlikely to go on beyond a few days.

7: Hazard/Threat Information

7.6: Flooding

7.6.1 Hazard

The Head will know of parts of the school that are likely to flood following heavy rain. Schools near to the Tyne or Ouseburn will be aware of the flood risk posed by riparian flooding.

7.6.2 Prevention and Mitigation

Met Office Weather Warnings (<http://www.metoffice.gov.uk/public/weather/warnings>) and Environment Agency (EA) flood warnings (<https://flood-warning-information.service.gov.uk>) will be monitored as required.

Any 'lead-in' time should be used to implement flood prevention measures (sandbags or flood barriers), move vehicles from car parks prone to flooding or shift valuable equipment from rooms known to be vulnerable.

The Council does not supply sandbags or flood barriers.

These actions may enable the school to remain open or minimise level of damage that will have to be dealt with prior to re-opening after closure.

7.6.3 Incident Response

The Head will determine whether it is safe for the school to remain open, possibly with loss of access to certain areas. The decision to close will be based on the health and safety implications for pupils, staff and visitors.

It should be assumed that any floodwater contains sewerage (as the sewer system is likely to have overflowed) and that the electrical system has been damaged until proven otherwise.

If the school has flooded overnight, the decision to close should be made as early in the morning as possible to allow parents/carers to stop pupils leaving for school and to make other childcare arrangements.

Blocked gullies or incidents of surface water flooding should be reported to Envirocall (Council).

Foul water flooding should be reported to Northumbrian Water (0800 328 7648).

7.6.4 Recovery and Restoration of Normality

Any flood damage will have to be dealt with before pupils and staff can use areas of the school that have been flooded. This will include:

- Carpets and flooring (including external sports areas) may need to be cleaned or replaced.
- Electrical wiring and equipment (such as ICT) safety-checked.
- Soft toys and fittings cleaned.

The Council will try to help schools deal with floodwater and flood damage. Support will be limited whilst the road system (particularly near to the school) is flooded. Recovery work is unlikely to begin until the day after flooding occurred at the earliest.

The level of damage suffered will determine the length of time taken to restore the normal operation of the school. In the worst-case scenario, there may be an extended denial of access to premises, or part thereof. Refer to section 9.2: Extended Denial of Access to School Buildings.

7: Hazard/Threat Information

7.7: Gas Supply Failure

7.7.1 Hazard

Planned or unplanned loss of gas supply possibly involving escape of gas in the school environment.

Gas is used to power central heating/hot water and cooking appliances, with loss of supply is more significant during the winter.

Smell of Gas/Leak – immediate threat.

Loss of supply – disruption of the normal operation of the school.

7.7.2 Prevention and Mitigation

There is little that can be done by the school to prevent interruptions to the gas supply as it usually originates outside the school.

It may be possible to mitigate the impact by use of temporary electric heaters but the consequential risk of overloading the electricity supply must be factored in.

7.7.3 Incident Response

The National Gas Emergency Service (0800 111 999) call-handling agent will log all relevant information by asking questions such as:

- The address/location of the suspected gas escape or gas emergency.
- How many people are at the property where the smell is most noticeable?
- How long has the smell been noticeable?
- Is the smell coming from the cellar/basement?
- Are any neighbours affected?
- Your name and phone number.
- Any special circumstances or access information.

This will enable an engineer to be dispatched and determine appropriate safety advice such as:

- Opening doors and windows.
- Turning the gas off at the meter unless the meter is in the cellar/basement.
- Avoiding the use of any naked flames or electrical switches.

It may be possible to remain open to pupils whilst repairs are being made or service restored.

Key issues to be considered include:

- Maintaining adequate classroom temperatures to enable learning to continue.
- Maintaining adequate hygiene arrangements for pupils, staff and visitors.
- Ensuring appropriate catering arrangements can be maintained.

7: Hazard/Threat Information**7.7: Gas Supply Failure****7.7.4 National Grid**

National Grid will attend uncontrolled escapes within one hour and controlled escapes within two hours. A controlled escape is one where the person reporting it has confirmed that the gas emergency control valve(s) serving the premises has been turned off and the smell of gas has gone. An uncontrolled gas escape covers all others.

National Grid engineers will always 'make safe' when called to a suspected gas escape. However, this emergency service does not cover repairs to appliances or installation pipework which cannot be completed within 30 minutes.

Once the property has been made safe, work on appliances (such as cookers, boilers or fires) must be carried out by a Gas Safe registered engineer. The school should contact their building maintenance provider or the contractor responsible for maintenance of individual appliances.

7.7.5 Temporary Arrangements

Temporary arrangements may include:

- Loss of central heating may be addressed by use of electric heaters. Advice should be taken before switching on to avoid overloading the electricity supply.
- Loss of hot water may be addressed by use of gel hand-washes.
- Loss of cooking appliances can be addressed by providing cold sandwiches or bringing in hot food prepared off-site. Early discussion with the cook-in-charge (or equivalent) is advisable to maximise the time available for preparatory activity.

The Council does not retain stocks of temporary equipment that could be deployed at short notice. It will be necessary for the school to contact a commercial provider.

7.7.6 Recovery and Restoration of Normality

In most cases interruptions to gas supplies are of a short duration and as such there are minimal long-term consequences. Even those interruptions that cannot be resolved within a few hours are unlikely to go on beyond a few days.

7: Hazard/Threat Information

7.8: Hot Weather

7.8.1 Hazard

The Head will know parts of the school that are heat-traps and likely to cause problems during a hot spell.

7(1) of the Workplace (Health, Safety and Welfare) Regulations 1992 states: 'During working hours, the temperature in all workplaces inside buildings shall be reasonable. Heat stress and dehydration can be serious problems at temperatures above 35 degrees centigrade so that should be regarded as the maximum reasonable temperature for prolonged periods of time in school classrooms.

Healthy children should be able to cope with this if they are given generous supplies of cool water to drink. More sensitive children may experience problems at lower temperatures and staff need to watch for signs of heat stress at temperatures above 28 degrees centigrade.

7.8.2 Prevention and Mitigation

Department of Health (DH) provides warnings of potential heatwave conditions between 01 June and 15 September. The trigger criteria for the North East of England is 28/15/28 (degrees centigrade) Day/Night/Day and the school should be ready to act as outlined in Looking after children and those in early years settings during heatwaves: guidance for teachers and professionals [PHE publications gateway number: 2015049].

Where it is possible to do so, general ventilation should be increased by opening windows and doors (where health and safety requirements are not contravened) or classes moved from classrooms known to be particularly prone to high temperatures if other space is available.

7.8.3 Sun Safety

The risk of skin cancer is well understood. Pupils, particularly those with fair skin, are vulnerable given that they will be spending the hottest part of the day in the playground. Pupils should be encouraged to use areas of playground shaded by trees or canopies.

Parents/carers should be encouraged to send their children to school wearing long-sleeved clothing, sunglasses and wide-brimmed hats. They should also be asked to send children in with 'endurance' sunscreen (at least sun protection factor 15) that lasts for up to 12 hours.

Where pupils bring sunscreen in, most except the very youngest and those with special needs should be able to apply it under supervision. If parental consent has been sought and given, staff should only apply sunscreen to the face, neck and arms of pupils.

Staff (particularly those teaching PE or supervising outdoor excursions) should be reminded to protect their skin from effects of the sun.

7.8.4 Special Considerations

Requirements of religious/cultural observation (such as Ramadan) will necessitate modification of standard approach to intake of fluids for some children.

The Association of School and College Leaders (ASCL) has produced an information paper 'Ramadan: Exams and Tests, 2018' that provides useful guidance.

7.8.5 Recovery and Restoration of Normality

In most cases the problems associated with extreme hot weather are of a short duration and as such there are minimal long-term consequences.

7: Hazard/Threat Information

7.9: Infectious Disease

7.9.1 Hazard

There are numerous infectious diseases with serious consequences that are common to this country and have the potential to spread quickly amongst a community like a school.

On a more significant level, new strains of flu that lead to a pandemic or highly infectious diseases like Ebola will pose greater threats to wider society. Refer to section 9.4: Pandemic Influenza for further details.

7.9.2 Prevention and Mitigation

The school should encourage good health and hygiene practice as part of its everyday business. This should be reinforced during outbreaks of disease in other areas of the region or country.

Although not related to pandemic influenza, schools may wish to consider providing the annual flu vaccination to members of staff whose main duties are to deal with pupils vulnerable to infection having an impact on their condition.

7.9.3 Incident Response

Public Health England (PHE) take the lead in preventing spread of infections. Their document 'Guidance on infection control in schools and other childcare settings [PHE publications gateway number: 2014006]' addresses:

- Good Hygiene
- Sharps, Injuries and Bites
- Animals
- Vulnerable Children
- Female Staff – Pregnancy
- Immunisations.

Good practice should always be followed but 'reminders' should be given during outbreaks.

PHE will provide advice and relevant content for inclusion in letters to be sent to parents/carers.

7.9.4 Vulnerable Children

The school will usually know of pupils with medical conditions (such as those being treated for leukaemia or other cancers, on high doses of steroids and with conditions that reduce immunity) that make them particularly vulnerable to chickenpox or measles. If exposed to either of these, the parent/carer should be informed promptly, and further medical advice sought. It may be advisable for these pupils to have additional immunisations such as pneumococcal and influenza.

7.9.5 Female Staff – Pregnancy

If a pregnant woman develops a rash or is in direct contact with someone with a potentially infectious rash, this should be investigated by a doctor. The greatest risk to pregnant women from such infections comes from their own/child/children, rather than the workplace.

Current guidance suggests that attention should be paid in respect of chickenpox, German measles (rubella), Slapped cheek disease (parvovirus B19) and measles. This advice would apply equally to pregnant pupils.

7: Hazard/Threat Information

7.9: Infectious Disease

7.9.6 Notifiable Diseases

There is a statutory requirement that doctors report a notifiable disease to the proper office of the local authority (usually a consultant in communicable disease control).

Organisations may be required via locally agreed arrangements to inform their local PHE Centre. Ofsted may also wish to be informed.

7.9.7 Recovery and Restoration of Normality

In most cases the impact of an infectious disease will be of a short duration and as such there are minimal long-term consequences. However, where there is serious illness or death it may be necessary to implement a welfare response and address bereavement. Refer to section 9.1: Dealing with Bereavement.

In the event of pandemic influenza refer to section 9.4: Pandemic Influenza for further details.

7: Hazard/Threat Information

7.10: Intruder

7.10.1 Threat

A stranger in the school should be regarded as an intruder until proven otherwise.

7.10.2 Prevention and Mitigation

Outside of the times when children are coming to school or leaving, perimeter gates (apart from that leading to the main entrance) are locked to prevent any unwanted presence on the school grounds.

Access to buildings within the perimeter is controlled through the main entrance monitored by the School Office. The normal operations of the school are conducted within a secure environment.

Regular checks of perimeter security with rapid repair of any breaches.

Enforcement of security policy.

7.10.3 Incident Response

Notification of an intruder will probably come from a staff member or pupil. It may involve a perceived threat or actual physical attack that requires an urgent external response.

Action to be taken includes:

- Anyone not wearing a school-issued security badge should be politely challenged and accompanied to Reception if they have a legitimate reason for being in the school.
- The Receptionist should ask the visitor the purpose of their visit, ask them to sign-in, issue a security badge and contact the staff member being visited.

If there is no legitimate reason for being in the school:

- The staff member must ask the intruder to leave the school and inform the Head immediately.
- The staff member should record a description of the intruder and call the police if necessary.
- If the intruder is abusive or causes a nuisance in the school, staff must not take direct action but send for help as soon as possible. Staff must never put their own safety at risk.
- If the intruder refuses to leave, inform the police that there is a threat to those in the school.
- Decide if the school needs to be 'locked down'.
- If the intruder is on school grounds and is armed use the **Run, Hide, Tell protocol**.
- The Head will decide whether other schools should be informed of the incident.

7.10.4 Special Considerations

The police cannot arrest an intruder for trespass unless there is a breach of the peace but do have the power of arrest if there is a 'minor nuisance'. They may be able to help solve the problem without resorting to arrest.

7.10.5 Recovery and Restoration of Normality

In most cases the response to an intruder will be short-term and normality restored quickly.

If an intruder is violent, any incidents involving serious injury or death will require reference to section 9.1: Dealing with Bereavement.

7: Hazard/Threat Information

7.11: Missing Pupil

7.11.1 Hazard

A pupil cannot be accounted for.

7.11.2 Prevention and Mitigation

The school is required to take a register twice a day, which forms the record of attendance for use in day-to-day management and emergency situations such as fire evacuation.

Given that egress from school buildings is controlled through the main entrance monitored by the School Office, it should be difficult for pupils to leave the school premises without permission or escort by a member of school staff or a parent/carer.

7.11.3 Incident Response

If it is suspected that a pupil has left the school premises without permission or a member of public reports that they have seen an unaccompanied pupil outside the school at an inappropriate time, a check should be made that all pupils can be accounted for or an appropriate reason is available for absence.

If a pupil cannot be accounted for, appropriate action must be taken in a timely manner to confirm whether there is a legitimate reason for absence or a search initiated to return the pupil to the classroom. A pupil not accounted for may have:

- Found a hiding place in the school (cupboard/storage space) or the grounds (play areas/heavy foliage).
- Left the school grounds without permission or escort by a staff member or parent/carer.

Remaining pupils should be assembled in the Main Hall/Gym to free staff to search the school grounds and beyond where the missing pupil may go (including their home or homes of other family members).

Early contact should be made with the parents/carers to establish whether the pupil has already returned home or to identify locations where the pupil might be heading.

Given the exposure to public scrutiny and criticism such incidents may cause, the relationship with the parents/carers will need to be handled in a sensitive manner.

Early contact should be made with the police to report the incident and seek appropriate assistance.

Child protection concerns should be reported to the Council's Initial Response Service.

7.11.4 Kidnapping

The school may be aware of on-going parental disputes where there is potential for a pupil to be taken without consent by an aggrieved parent. In such circumstances, early contact must be made with the police on 999.

7.11.5 Recovery and Restoration of Normality

In most cases the response to a missing pupil will be short-term and normality restored quickly.

If the missing pupil suffers a serious injury or death, it will be necessary to refer to section 9.1: Dealing with Bereavement.

7: Hazard/Threat Information

7.12: Safeguarding Incident

7.12.1 Threat

Safeguarding incidents including specific situations involving:

- Radicalisation and Extremism.
- Forced Marriage (FM) and Honour Based Violence (HBV).
- Child Sexual Exploitation (CSE).
- Female Genital Mutilation (FGM).

7.12.2 Prevention and Mitigation

The school will rely on its Designated Lead for Child Protection and its safeguarding policy, which will detail the required approach.

Specialist advice may be sought from the Council's Vulnerable Pupils Manager (and Safeguarding Lead for Schools).

7.12.3 Incident Response

Where there is concern that a pupil is at risk of harm, the Council's Initial Response Service should be contacted. They will contact colleagues within the police (such as the Protecting Vulnerable People Unit). Outside of normal office hours, contact should be made with the Council's Out of Hours Social Care Emergency Duty Team.

However, if there are any doubts about the safety of a pupil, the school should contact the police on 999.

7.12.4 Pupil being taken abroad for Forced Marriage (FM)

If the school becomes aware of this, contact the police on **999**.

The Forced Marriage Unit (FMU) at the Foreign and Commonwealth Office (FCO) should be contacted on **020 7008 0151** if the pupil has already been taken abroad. An out of hours emergency should be routed through **020 7008 1500 (ask for the Global Response Centre)**.

7.12.5 Pupil being taken abroad for Female Genital Mutilation (FGM)

If the school becomes aware of this, contact the police on **999**.

The Foreign and Commonwealth Office (FCO) should be contacted on **020 7008 1500 (ask for the Global Response Centre)** if the pupil has already been taken abroad.

7.12.6 Allegation Against Staff Member

If an allegation has been made against a staff member, the Local Authority Designated Officer (LADO) should be notified as a matter of urgency.

7.12.7 Recovery and Restoration of Normality

In most cases the response to a safeguarding incident will be short-term and normality restored quickly.

If a pupil suffers a serious injury or death, it will be necessary to refer to section 9.1: Dealing with Bereavement.

7: Hazard/Threat Information

7.13: Telephone Scams and Nuisance Calls

7.13.1 Threat

Receipt of unexpected telephone calls or emails requesting payment of invoices, confirmation of bank details or offers to contribute to charity.

7.13.2 Publishing and Marketing Scams

Publishing and Marketing Scams (www.newcastle.gov.uk/business/trading-standards/consumer-advice/publishing-and-marketing-scams) highlights some of the most common scams including:

- Bogus invoice scam.
- Operative transfer scam.
- Authorisation scam.
- Repeat business scam.
- Credibility scams.
- Debt collection.

7.13.3 Ofcom Guidance

Nuisance Calls and Messages ([www.ofcom.org.uk/ data/assets/pdf file/0019/10675/all-guides-small.pdf](http://www.ofcom.org.uk/data/assets/pdf_file/0019/10675/all-guides-small.pdf)) provides guidance relating to:

- Live telesales calls.
- Automated marketing calls.
- Abandoned and silent calls.
- Spam texts.
- Marketing faxes.
- Fax in error calls.
- Marketing emails.
- Abusive and threatening calls.

7.13.4 Prevention and Mitigation

The 'golden rule' is never to pay anything or provide sensitive information until you have checked that the caller/sender has a legitimate right to be contacting the school. Staff should hang up the telephone or delete the email if they are suspicious of the motive of the caller/sender.

7.13.5 Incident Response

To report a scam, following services are available:

- Trading Standards Service (Newcastle City Council)
Phone: 0191 211 6121 or Email: tradingstandards@newcastle.gov.uk.
- Citizen Advice Consumer Service (03454 04 05 06).
- Action Fraud (0300 123 2040).

7.13.6 Recovery and Restoration of Normality

In most cases there will be no long-term impact. However, should the school respond to a scam by sending payment, any disruption to budgets will be determined by how much money is lost.

7: Hazard/Threat Information

7.14: Violent Parent/Carer

7.14.1 Threat

Parents/carers have a legal right to be in the school for legitimate reasons. Stressful situations could see a volatile parent/carer resort to violence. Possible targets for violence include.

- Staff members.
- Pupils
- Other Parents/Carers.

7.14.2 Prevention and Mitigation

Visitors are welcome in the school but must comply with relevant instructions given by the school. Routine security procedures include:

- Signs at the school entrances to make clear that visitors should report to Reception.
- Further signs to point the way to Reception.
- At the Reception, all visitors must sign-in and receive the school's security badge, which they must wear in the school.

Implementation of the school's security policy (including risk management of parents/carers known to exhibit threatening behaviour) and lone-working procedures. This may involve not holding meetings in enclosed classrooms without two exits.

Special consideration should be given in respect of any home visits that may be undertaken

7.14.3 Incident Response

The response will be, in part, determined by where the trouble occurs:

- **At the Reception:** Until the situation can be neutralised, the parent/carer should be contained within the Reception area and the rest of the school 'locked down'. This will be important where an estranged parent/carer may be trying to remove a pupil from the school.
- **In other parts of the school:** Until the situation can be neutralised, the parent/carer should be persuaded to move to the Reception area or contained in a location away from pupils. Where it is possible to do so safely, pupils should be moved from the immediate vicinity to other parts of the school that should then be 'locked down'.
- **In the school grounds:** Until the situation can be neutralised, the parent/carer should be denied access to buildings and encouraged to leave the school grounds. The school should be 'locked down'. If it is safe to do so, any pupils outside buildings should be moved from the immediate vicinity and allowed inside prior to the school being 'locked down'.

7.14.4 Summoning External Assistance

Personal attack button(s) shall be used to alert the school's security provider to implement the relevant response. This may include an initial threat assessment prior to contacting the police.

If there is any doubt, or the school does not have such an arrangement, the police should be contacted directly on 999.

7.14.5 Recovery and Restoration of Normality

In most cases the response will be short-term, and normality restored quickly.

Incidents involving serious injury or death will require reference to section 9.1: Dealing with Bereavement.

7: Hazard/Threat Information

7.15: Water Supply Failure

7.15.1 Hazard

Unplanned loss of water supply will be disruptive.

7.15.2 Prevention and Mitigation

There is little that can be done by the school to prevent an interruption to the water supply as it usually originates outside the school.

7.15.3 Incident Response

Contact Northumbrian Water (0345 717 1100) to report concerns about water quality, supply and pressure.

'Make do' until end of the school day or close to pupils until the normal supply can be restored.

Ensuring hygiene in toilets and catering areas is priority.

If the school is to close to pupils, refer to section 8.3: Closing the School to Pupils.

7.15.4 Temporary Arrangements

Temporary arrangements may include:

- Loss of water for hand-washing may be addressed by using gel hand-washes. This is not a viable solution in areas where food is prepared.
- Loss of drinking water may be addressed by using of bottled water.
- Loss of water for toilets may be addressed by using portable water supplies to refill cisterns. However, this is likely to be impractical given the number of toilets found in schools.
- Use of temporary toilet units may be feasible for longer disruptions but presents its own problems.

The Council does not retain stocks of temporary equipment that could be deployed at short notice. It will be necessary for the school to contact a commercial provider.

7.15.5 Recovery and Restoration of Normality

In most cases interruptions to the water supply are of a short duration and as such there are minimal long-term consequences. Even those interruptions that cannot be resolved within a few hours are unlikely to go on beyond a few days.

7: Hazard/Threat Information

7.16: Winter Weather

7.16.1 Hazard

Although most days when the school experiences winter weather should not cause any substantial problems, more severe conditions include:

- Snow that has fallen to a depth sufficient to impede travel to the school and safety within the school grounds.
- Ice that renders the school footpaths, playgrounds, roads within the school and approach roads to the school as potentially dangerous.

7.16.2 Prevention and Mitigation

The aim is to stay open to pupils (with regime of reduced hours if necessary) or to re-open at the earliest opportunity. Schools should:

- Ensure enough grit is held on-site and that adequate insurance and maintenance arrangements are in place prior to the onset of winter.
- Monitor Met Office Weather Warnings [<http://www.metoffice.gov.uk/public/weather/warnings>] as required.
- Grit key access routes/footpaths within the school to prevent conditions that would lead to closure to pupils.

To aid schools to prioritise their efforts, they are recommended to identify:

- Contact(s) who can unlock/open gates (including outside hours).
- Priority access road for staff and parent/carer vehicles.
- Additional access road for refuse collection and delivery vehicles.
- Priority pedestrian access within the school grounds.
- Priority car parking for staff and key visitors.
- Additional specific circumstances during cold weather.

7.16.3 Preventing Damage during Winter Weather

When sub-zero temperatures are forecast, attention should be paid to water tanks and pipes in unheated areas such as loft spaces or out-buildings. If water pipes freeze:

- Turn off the water supply at the stop-cock
- Check to see if the pipes have burst.
- Open the affected tap. Slowly thaw the pipe with hot water bottles or a towel soaked in hot water, if available, starting at the end nearest the tap.
- Never use a naked flame or blowtorch to thaw the pipe.
- Do not leave taps dripping or running as the water may not drain down the plughole if the pipe below is frozen.

7: Hazard/Threat Information**7.16: Winter Weather****7.16.4 Incident Response**

The Head is responsible for the decision to close and will consider the health and safety implications for pupils, staff and visitors before deciding. If the school has experienced heavy overnight snow, the decision should be made as early as possible to let parents/carers stop pupils leaving home and to make other childcare arrangements.

If the level of snowfall does not warrant immediate closure, the Head may consider opening and then closing early as circumstances become clearer during day.

When the first snowfall has taken place outside school hours, it may be necessary to clear key routes/areas (such as staff car parks) of overnight snowfall.

7.16.5 Gritting and Snow Clearance of Approach Roads

During cold weather, the Council will activate its 'Winter Plan' and grit/clear key transport routes across the city. As many schools are not located adjacent to such routes, approach roads to those schools will not be gritted/cleared.

7.16.6 Snow Clearance in School Grounds

The school will have to clear snow itself. When the first snowfall has taken place outside school hours, it may be necessary to clear overnight snowfall.

7.16.7 Recovery and Restoration of Normality

Given its transient nature, it is likely that severe winter weather will cause short-term disruption rather than have any lasting impact on schools. Exceptions include where there has been:

- Substantial structural damage.
- Members of the school community have suffered significant injury due to the conditions.

8: Core Capabilities

8.1: Evacuation

8.1.1 **Reasons for Evacuation**

Evacuation is most likely to occur because of a fire in the school. Other reasons include responding to a gas leak or chemical spill.

It may be necessary to evacuate parts of the school to move occupants away from an intruder or violent parent/carer.

8.1.2 **Evacuation Procedure**

If there is an urgent need to evacuate, the Fire Evacuation Plan will be activated to remove occupants to a place away from imminent danger. Once all parties are accounted for, further action can be taken as required.

8.1.3 **Migration from the School**

Migration from the school will occur when it is unsafe to remain on-site. It is not without hazard and a quick assessment should be made to confirm that the risk of staying on-site exceeds that of going off-site.

It is anticipated that migration from the school will be initiated by the emergency services because of imminent danger. It will be undertaken on foot as it is assumed that vehicles on-site will remain where they are. Prior to departure, a roll should be taken and reported to the Head.

Pupils will be walked to 'safe havens' close to the school but at a sufficient distance to be outside any cordons established by the emergency services.

If the pre-identified 'safe haven' is within the cordon, another location will have to be found. The Head will confirm the location where evacuees will assemble and await further instruction. A roll should be taken on arrival and attendance reported to the Head.

A 'safe haven' provides short-term shelter away from immediate danger until it is deemed safe to return to the school or re-unite pupils with their parents/carers.

8.1.4 **Return to the School**

The Head will confirm when it is safe to re-enter the school premises. This will be determined in conjunction with the appropriate representatives responsible for facilities management and health and safety.

8.1.5 **Bombs/Explosive Devices**

If the school is the target of, or near to, a bomb/explosive device (suspect or confirmed), the cordon distance may vary depending on potential size of the bomb/explosive device. Minimum police cordon distances are 500m from the location a bomb/explosive device (suspected or confirmed).

8: Core Capabilities

8.2: Shelter-in-Place

8.2.1 Reasons to Shelter-in-Place

During emergencies such as fires creating hazardous fumes, using the building as a physical barrier to protect pupils, staff and visitors may be necessary. This could last beyond normal school hours and may be an initial stage prior to an orderly evacuation.

During 'Shelter-in-Place' it is likely that movement within the building will still be viable.

8.2.2 Shelter-in-Place

All staff will be informed by the Head that pupils are to remain inside the building until informed otherwise. Subsequent key actions include:

- Shutting and securing all gates, doors and windows (including closure of blinds).
- Switching-off air conditioning and extractor fans.
- Turning off lights as necessary (if lighting system permits).
- Clearing halls, open areas and playgrounds to get pupils and staff into classrooms/safe areas.
- Keeping pupils in classrooms/safe areas until given the all clear.
- Maintaining a calm atmosphere in the classroom/safe area and staying alert to the emotional needs of pupils. It may help to engage pupils in a quiet activity or game.
- Emergency services should be notified that the reception area (or appropriate alternative) is appropriate point of egress to the building.
- Contacting parents/carers to advise them of the situation and anticipated duration. They should not be encouraged to collect children during shelter-in-place. This may not always be achievable.
- Assessing the potential medical needs (such as regular medical regimes).
- Considering the implications of an overnight stay (such as feeding and comfort).

8.2.3 Internal Assembly Points

The School Information Book contains details of internal assembly points should it become necessary to gather pupils together within the school.

8.2.4 Pupils and Staff Outside Buildings

If pupils and staff are outside, they will go to nearest classroom/safe area or take cover elsewhere.

8.2.5 'All Clear'

The Head will give 'all-clear' when it is safe to leave building. External doors will be unlocked. Pupils, visitors and staff will be able to leave the building.

8.2.6 'No Notice' Request from the Police to Shelter Members of the Public

Any request will be made on behalf of the emergency services responding to an incident near the school. Potential causes include where:

- Nearby residents have been evacuated from their homes threatened by damage from an explosion.
- Members of public are being asked to go indoors due to a threat such as a chemical leak.

8: Core Capabilities

8.2: Shelter-in-Place

8.2.7 Child Protection and Safeguarding

The urge to assist must be balanced against the need for safeguarding and child protection. The Head should be prepared to decline where it would be difficult to ensure segregation between pupils and unexpected adults.

It is probable that time of day when request to assist is received will have a major influence on answer given. For example, the response when all pupils are in the school may differ from that given one normal school day is over and only staff are present.

8.2.8 Sheltering Members of the Public

If the Head agrees to provide shelter, the Gym/Main Hall may be the best location depending on the number of people involved. People sheltering should sign-in and remain in the allocated area unless directed by the Head. They will be escorted to the allocated area and supervised by an assigned staff member. Other staff will be told about any such activity.

Depending on the cause of incident, some level of 'normal' access to the school may be possible.

Responsibility for supervision of those sheltering should be passed to the Council at the earliest opportunity but especially if the period of shelter is going to go beyond the normal school day.

8.2.9 Formal Request from the Council to Shelter Members of the Public

The Council's 'Emergency Assistance Centre Plan' may be activated during a major incident to provide premises and immediate humanitarian assistance in support of the emergency services (usually the police) in respect of:

- Evacuation Assembly Point.
- Survivor Reception Centre.
- Family and Friends Reception Centre.

The Council may also be asked to activate and manage following:

- Rest Centre.
- Public Information Point.
- Humanitarian Assistance Centre.

The Council's stance is that schools should only be used if there is no other viable option. It is recognised (particularly during the summer holidays) that such a need could arise.

A formal request would be made by the Council and effective communication maintained with the school during the period of use.

8: Core Capabilities

8.3: Lock-down

8.3.1 Reasons for Lock-down – Whole School

A deliberate threat will require action to minimise the risk of interaction between the threat and pupils, staff and visitors. Threats include when:

- An intruder is seen (or reported to be) within the school grounds.
- An abusive or violent parent/carer is causing trouble within the school grounds.
- A malicious threat has been made against the school.
- An incident occurring close to the school has the potential to cause harm to pupils, staff and visitors (such as the presence of armed Police responding to criminal activity).

8.3.2 Reasons for Lock-down – Part of the School

There are situations where it is safer for some pupils, staff and visitors to remain within school buildings (possibly beyond normal school hours) under 'Lock-down' until the threat is lifted whilst other pupils, staff and visitors are evacuated from the school. These may include when:

- An intruder has entered the school building.
- An abusive or violent parent/carer is causing trouble within the school building.

8.3.3 Lock-down

Pre-determined alarm systems will relay instructions in an urgent manner whilst trying to minimise the level of anxiety felt by pupils. Subsequent actions include:

- Calling the emergency services and Council's security section (where appropriate).
- Shutting and securing all gates, doors and windows (including closure of blinds).
- Turning off lights as necessary (if lighting system permits).
- Clearing halls, open areas and playgrounds to get pupils and staff into classrooms.
- Keeping pupils seated (possibly under desks) and away from doors and windows.
- Teachers will remain with pupils.
- Maintaining a calm atmosphere and staying alert to the emotional needs of pupils.
- No pupils will be allowed out of classrooms until the 'all clear' is given.
- Contacting parents/carers to advise them of situation and anticipated duration. They should be discouraged from collecting children during 'lock-down'. This may not be achievable.
- Assessing potential medical needs (such as regular medical regimes).
- If a teacher is out of their classroom when 'lock-down' is implemented, they will go back if it is safe to. If it is unsafe to return, they will try to contact pupils as soon as possible.

8.3.4 Pupils and Staff Outside Buildings

If pupils and staff are outside, they will go to nearest classroom or hide, disperse or take cover.

8.3.5 'All Clear'

The Head will give 'all-clear' when it is safe to leave classrooms. External doors will be unlocked.

8: Core Capabilities

8.4: Closing the School to Pupils

8.4.1 Decision to Close School to Pupils

Although the Governing Body has the general responsibility for conduct of the school, the Head will decide to open, partially open or close the school.

Under the Health and Safety at Work etc Act 1974, the employer in a school must take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. This applies to activities on or off school premises and the Head should take account of this requirement when considering how to manage any risks in the arrangements they make to keep the school open.

Department for Education (DfE) guidance Health and safety: advice on legal duties and powers (February 2014) can be found at: <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools>.

The Council's Health and Safety Team must be notified promptly of an incident, especially if it involves:

- Death or serious injury to pupil, staff member or visitor.
- Pupil or visitor being taken or sent to hospital.
- Staff member being off work for more than three days because of incident.

8.4.2 Reasons to Close the School to Pupils

Potential reasons for unplanned closure include:

- central heating failure
- interruption of the water supply
- severe weather (such as snow/ice or flooding)
- police cordons (for on-going incidents or crime investigation) near the school
- discovery of asbestos (suspected or confirmed)
- significant structural damage.

8.4.3 Action Prior to Closure of the School to Pupils

The Head should consult the relevant contracted service providers to discuss the level of practical support that may be made available to avoid closure to pupils (some or all).

If this is not achievable, options should be explored to minimise extent and duration of closure.

8.4.4 Notifying Parents/Carers

The school will use communication tools such as text messaging, Facebook and Twitter to notify parents/carers of the intention to close to pupils.

The BCRR Team and the Council Communication Team will collate information about the citywide impact of school closures and support schools by retweeting or sharing school information through the Council's social media channels where possible.

8.4.5 Notifying the Council

The following should be informed:

- Newcastle City Council by email SchoolClosures@newcastle.gov.uk.
- SEN Transport (Phone: 0191 277 4646 or Email: sentransport@newcastle.gov.uk) as appropriate.

8: Core Capabilities

8.4: Closing the School to Pupils

8.4.6 Notifying Other Organisations

Staff from companies, support services or peripatetic services due in the school should be notified of closure. Reference should be made to the school diary to identify those that need to be called on any given day.

8.4.7 Safeguarding Pupils

No pupil should be allowed to leave the school unless it is confirmed that they will be able to access their home or an appropriate alternative location. Pupils falling outside this category should remain under the supervision of the school until appropriate arrangements can be made.

8: Core Capabilities

8.5: Dealing with Incidents Away from the School

8.5.1 Planning for a School Trip/Educational Visit

The Council's Health and Safety Team provides an Educational Visits Advisory Service (EVAS). The Educational Visits Policy is held on their website. Section 16 of the Community School version (Section 17 of the Trust, Voluntary Aided and Academy Schools version) requires the school to have its own emergency procedures in place as part of planning arrangements for each visit, to enable a response to a critical incident both inside and outside normal school hours.

8.5.2 Incident Response

In the event of an emergency, the pre-determined emergency procedures should be implemented. The actions listed below are intended to provide a reminder to the Group Leader:

- Establish the nature and extent of the emergency promptly.
- Ensure that everyone in the group is safe.
- Establish the names of casualties and arrange immediate medical attention.
- Ensure a teacher accompanies casualties to hospital to provide doctors with any relevant medical information.
- Notify the police if necessary.
- Inform the school contact and provider/tour operator (someone at the school should be available on the telephone always during the trip).
- Contact the school with the following information: nature, date and time of incident; where it happened; names of casualties and information about their injuries; what has been done so far and action yet to be taken.
- If the incident occurs abroad, notify the British Embassy or Consulate (Consular assistance can be accessed from the Global Response Centre via the Foreign Office switchboard +44 20 7008 1500).
- Ensure that the school notifies parents/carers and insurers.
- Make a written record of what has happened as soon as possible, noting witnesses and preserving vital evidence, ascertaining phone numbers for future calls.
- Keep a log of events, times and contacts after an incident.
- Complete an accident report as soon as possible (serious accidents or incidents involving violence may need to be reported to the Health and Safety Executive).
- Refer any media enquiries to the Head or another named contact at the school. The Council Communication Team may be able to provide additional support.
- Avoid discussion about legal liability.
- Keep receipts of costs incurred in the emergency (for insurance purposes).

8.5.3 Pupil Lost on a School Trip/Educational Visit

Regular head counts are a standard feature of any educational visit or school journey. If a pupil is reported as missing, the Group Leader should co-ordinate a search in a manner consistent with the contingency plan for visit/journey.

8.5.4 Sudden Death on a School Trip/Educational Visit

The sudden death of a pupil on an educational visit or school journey will involve a response that reflects the practical implications of something happening away from the school.

8: Core Capabilities

8.5: Dealing with Incidents Away from the School

8.5.5 Independent Travel and SEND Pupils

It is likely that the pupil involved will either be travelling alone or with a small number of other pupils using the same transport routes to get to or from the school. 'Routine' emergencies that may disrupt travel include:

- Transport is late.
- Pupil forgets the route or misses stop.
- Pupil takes ill during journey.
- Pupil is subject to bullying from other passengers.

Independent travel training should have equipped the pupil to cope with this level of disruption, with the emphasis on seeking the assistance of the driver and then subsequently informing the school of any such problems.

The pupil should carry a card listing personal details (including essential medical information) that will aid the driver to seek the most appropriate help for the pupil.

The school may be informed by the travel company, police, parent/carer or the pupil that they have been involved in a significant incident or that their journey has been severely disrupted by the on-going situation.

The nature of independent travel is such that the school will be aware that pupil has not arrived by the expected time. Similarly, parents/carers will know that their child has not arrived home at the expected time in the evening.

A proactive response to identify where the pupil is should not take long to initiate. This may include trying to contact the pupil by mobile phone to ascertain whether they are safe or not. The pupil should try to contact the school or a parent/carer at the earliest opportunity.

If the pupil is involved in a critical incident, the school should seek the following information:

- Full details of incident, including nature, time and place it happened and date.
- Names of any pupil casualties with details of injuries.
- Names of any other pupil(s) involved in case their parents/carers need to be contacted.

If it is possible to communicate by telephone with the pupil(s) involved in a critical incident, relevant support should be given until a staff member and/or parent/carer can reach the location where the pupil is receiving treatment or being looked after. Depending on the circumstances (such as severe road congestion) this may take some time.

The MyTrav app helps children with Special Educational Needs (SEND) to travel to the school independently by guiding the user through a journey with prompts (such as photos, texts or audio). Parents/carers can log into a secure portal to check on the real-time location of their child as they make their journey. They can receive alerts if the pupil fails to arrive or goes off route enabling them to contact their child.

9: Consequence Management

9.1: Dealing with Bereavement

9.1.1 **Death and Bereavement**

The death of any member of the school community (whether sudden or after a period of illness) will have consequences for the school.

The significant and immediate impact will be followed by periods of activity over the long-term (up to and beyond first round of anniversaries or key dates).

The timing and location of any death will have a major influence on what will follow but it will be most acutely felt if it occurs without notice during the school day.

The approach to dealing with bereavement will follow a broadly consistent approach but will be shaped to reflect who has died as there will be specific consequences to be addressed. These circumstances include:

- Death of a pupil.
- Death of a pupil's parent/carer or sibling.
- Death of a staff member.

9.1.2 **Breaking the News**

Obtaining facts is the priority but may be difficult given the need to contact the family of the deceased. Key points to follow include:

- Make no assumptions or repeat rumours.
- Shared information should only refer to the fact that a death has occurred.
- Do not comment on the nature of death or other circumstances.

The language used will be important, particularly with younger pupils who do not fully understand what 'died' means.

The most effective course of action may be to send a letter home at the end of the day informing parents/carers, asking them to explain to their children what has happened and observe their reactions. They should let the school know of any unusual behaviour.

It may be necessary to address class groups on next the school day. Familiar surroundings enable pupils and staff to share their sadness.

The focus will be on the dead pupil's class but the needs of siblings and close friends in other classes should be remembered. The impact on staff should not be overlooked.

It may not always be possible to control the time when the news of death is broken. The principles outlined may have to be applied during the school day before parents/carers become involved, which may present additional challenges over the following days.

There may be siblings of the dead pupil in other schools and early liaison should ensure a consistent approach to the needs of the bereaved family.

There may also be an impact on schools previously attended.

9: Consequence Management

9.1: Dealing with Bereavement

9.1.3 Special Assembly

The Head may hold a whole school special assembly (year group assemblies in larger schools). This should happen once pupils have been told in class groups. Invite bereaved family members who feel able to attend. The focus should be on:

- Bringing the school together to acknowledge what has happened.
- Reflecting on, and remember, the life of pupil who has died.
- Normalise and sharing grief.
- Giving message that it is okay to be sad but equally okay to not be affected.
- Informing pupils and staff of any support that is available.

More information about the structure of a special assembly can be found on the Child Bereavement UK site (www.childbereavementuk.org/wp-content/uploads/2016/05/8-Special-Assemblies.pdf).

9.1.4 Death of Parent/Carer or Sibling

When a pupil experiences the death of a parent/carers, sibling or other family member it can lead to range of confusing and conflicting emotions. This may have an impact on how a pupil performs and/or behaves at the school and in later life.

Although the death involved is not directly linked to the school, it may be appropriate to provide sign-posting to bereaved families given the potential impact felt in the school.

Winston's Wish (www.winstonswish.org.uk) is a charity for bereaved children and can be contacted on 01242 515157. They provide a range of services including:

- National helpline for anyone caring for a child coping with serious illness or death of a family member (08088 020021).
- Group work with bereaved children and their families.
- Individual work with bereaved children and their families.
- Range of publications, resources and educational films.
- Support programme for schools.
- Tailor-made training and consultancy for professionals.

9.1.5 Death of a Staff Member

The same issues apply as for the death of a pupil. Some staff may have problems as they have had long working relationships with the dead person.

School staff play a major role in the lives of pupils and the loss of an important adult may have an impact on some pupils more than others.

The need to recruit a new staff member (possibly on interim basis initially) will involve a period of adjustment that will not always be easy in the early days.

9.1.6 Cultural Issues

Different cultures have varying attitudes to what and when you tell children about death or other personal problems. Teachers should recognise this and discuss related issues with individual parents/carers as required.

9: Consequence Management

9.1: Dealing with Bereavement

9.1.7 Funerals

The views of the bereaved family are paramount. They may welcome a large attendance at the funeral or prefer a private service.

If the school is going to be represented, confirm which staff and pupils want to attend then assess practicalities such as staff cover and transport arrangements. This may include closing the school for a short period rather than for a full day.

Consider sending flowers or donating (based on family wishes). Involve staff and pupils as appropriate.

9.1.8 Stages of Grief

The four stages are:

- shock and disbelief.
- denial.
- growing awareness.
- acceptance.

Generally, adults gain an understanding of loss as they get older. However, each death encountered by an individual will have aspects that may need to be addressed in a sensitive manner.

9.1.9 Grief and Children

Children will go through physical, mental, emotional and social development at different rates. Perceptions of death needing special consideration include fear and lack of experience of death. The age of the child should be considered when developing the approach to be taken in the school.

The Council's Educational Psychology Service (EPS) can provide trauma and bereavement support. Their document 'Matters of Life and Death' is a useful source of guidance.

Child Bereavement UK (www.childbereavementuk.org) supports bereaved children and young people in the school and can be contacted on 0800 0288840 or 01494 568900.

Other specialist providers may be able to offer support to pupils on issues such as emotional support, shock, bereavement, drug use, stress, anxiety, depression, suicidal thoughts, trauma, self-harm. These include:

- Barnardo's Orchard/Mosaic Project (0191 212 0237).
- Children North East Weyes Counselling Service (0191 273 3997).
- Kalmer Counselling Services (0191 241 6731).
- Streetwise Young People's Project (0191 230 5533).

Where there are immediate concerns about suicidal thoughts, specialist organisations include:

- ChildLine (0800 1111)
- PAPYRUS Helpline UK (0800 068 4141)
- Samaritans (116 123)

9: Consequence Management

9.2: Extended Denial of Access to School Buildings

9.2.1 Denial of Access to School Buildings

The approach taken to recovery will reflect the circumstances faced but key phases (with target timings and aspirational objectives) have been identified to provide general guidance:

- **Day One:** Immediate action taken to ensure that pupils and staff are safe and forward planning to ensure that the school begins its journey back to normality.
- **First Two Weeks:** Short-term action taken to ensure that pupils can continue to learn and sit any examinations with minimum disruption. Available capacity (preferably in other schools) may only allow a focus on key year groups initially. Some settings chosen may not be suitable for extended use.
- **Three to Six Weeks:** Use of interim locations (preferably in other schools) to bring year groups together in suitable facilities to resume normalised learning until a full-school solution is available.
- **Seven Weeks Plus':** Use of a combination of sites to provide year-group solutions, a single site to provide a whole-school solution, or dismountable classrooms on the normal school site (possibly to supplement undamaged classrooms and facilities).

9.2.2 Renovation or Reconstruction

The Council will work with stake-holders and construction partner(s) to oversee renovation and re-construction. The level of damage is of such a magnitude that it will take several months or longer to put right.

9.2.3 Day One: Initial Response

The Head should:

- Start and maintain log to record financial costs that may be covered by subsequent insurance claim.
- Convene School Incident Management Team (SIMT) at location in the school (if safe to do so) or nearby.
- Tell pupils and other staff to stay home until arrangements for continuity of learning are made. Contact procedures should be explained to ensure early resumption of education at temporary location(s).
- Liaise with the BCRR Team to co-ordinate support from the Council.
- Support pupils, where practical, to continue studies from home using the school's Virtual Teaching and Learning Environment (VTLE) and website. Hard-copy material should be provided to pupils without access to home computers at the earliest opportunity.
- Contact insurers to arrange deployment of loss adjusters to assess costs and support recovery activity. This can only take place once site has been deemed safe to enter.
- Contact security provider to arrange enhanced mobile patrol service to monitor the site whilst cordoned off.
- Communicate with stake-holders (including parents/carers, pupils, staff and the Governing Body) to outline immediate response and short-term disruption to the school (indicating that further information will be issued on regular basis).

9: Consequence Management

9.2: Extended Denial of Access to School Buildings

9.2.4 Day One: Recovery Planning

After the initial response is undertaken, the focus will turn to getting the school back to normal. The Head will sit on a group convened and chaired by an appropriate Council officer to address key issues including:

- **Initial Damage Assessment:** Although too soon to estimate the duration of the re-build, it may be possible to identify parts of the school that are undamaged or only require minor repair to allow use.
- **Short-term Accommodation (First Two Weeks):** Use of readily available location(s) to support learning until better facilities are provided. Some pupils may have to remain at home longer than others.
- **Interim Accommodation (Three to Six Weeks):** Better accommodation may need lead-in time to make ready for use, particularly where long-term re-build of the school is required.
- **Temporary School (Seven Weeks Plus):** A solution that keeps the school as a single entity on a self-contained site (either in the school grounds or elsewhere) should be achievable using bespoke portable accommodation. This may supplement undamaged classrooms and facilities.
- **Transport:** The distance from the school to any new location(s) will determine the nature and cost of emergency transport. Travelling further for better accommodation should be considered.
- **Catering:** Until normal service is restored, cold sandwiches or limited hot meals (such as filled baked potatoes) should be provided. Parents/carers may need to provide packed lunches for some time. Specific consideration needs to be given to pupils known to rely on free school meals.
- **Caretaking and Cleaning:** If temporary location(s) do not have existing services, it will be necessary to arrange appropriate care-taking and cleaning.
- **Information Communication Technology (ICT):** Consider establishing service in temporary location(s), with heavy demand on ICT provider(s) to build a new network and/or connect to existing networks.
- **Safeguarding Issues:** General disruption and operating from new locations (some not designed as a school setting) will intensify the focus on safeguarding. This may be increased by pupils travelling unfamiliar routes to the school.
- **Impact on Parents/Carers:** They will face additional tasks, including: looking after children who cannot attend the school; longer journeys to/from the school; additional travel costs; provision of packed lunches or payment for meals. Some may face hardship meeting increased costs, particularly where they have several children.
- **Communication:** Stake-holders (including parents/carers, pupils, staff and the Governing Body) should receive regular updates outlining the immediate response, short-term disruption and long-term recovery of the school. The Council will write to stake-holders to explain how the school will be supported in maintaining 'normalised' learning and long-term restoration of premises.

9: Consequence Management

9.3: Inspections and Examinations

9.3.1 Impact of Unforeseen Incidents

Events such as bomb scares (that deny access to premises) or disruptive weather (that stop staff and pupils travelling to the school normally) may coincide with inspections or key examination dates.

9.3.2 Deferral of Ofsted Inspections

This is only likely to be agreed in the immediate aftermath of a major incident or where the inspection team arrives on-site during an on-going incident. The lead inspector will consider any deferral request in line with Ofsted's document Deferral of Ofsted Inspections (June 2016).

9.3.3 Standards and Testing Agency (STA)

Key Stage 2 national curriculum tests are the most significant from a specific timing requirement. The Standards and Testing Agency (STA) may permit re-scheduling for individual children or a whole cohort subject to strict criteria. The STA must be notified of a change to the timetable between 07.00 and 19.00 on the day of a test.

Full details regarding any 'timetable variation' can be found on the Department for Education (DfE) website but circumstances under which the STA will consider an application for a change to the statutory test timetable include unforeseeable problems with the running of the school, for example flooding. Examples of acceptable circumstances include a child arriving late. In the interests of child welfare, the timetable cannot be varied before 07.00 or after 19.00.

9.3.4 Joint Council for Qualifications (JCQ)

Advice issued by the Joint Council for Qualifications (JCQ) and awarding bodies regarding examinations during severe weather conditions and periods of disruption is that wherever possible examinations should be conducted according to centre's published examination timetable.

If conditions are so severe that a decision is made to close the school, whether by the local authority or senior leadership team, or where a school remains open, but some candidates are unable to reach it because of extreme weather conditions, and no alternative arrangements can be made to take the examination at a different location, then the options are:

- Where candidates are entered for examinations, but this is not their terminal (final) examination series, they may be entered again for the June series.
- Where candidates are sitting units as part of their terminal examination series or no further re-sit opportunity is available, then an application for Special Consideration may be made. The candidate must meet the published criteria for Special Consideration as indicated in the JCQ publication **Access Arrangements, Reasonable Adjustments and Special Consideration**.

Examination Officers should be familiar with:

- **Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland (January 2018)** [<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>].
- Additional guidance on the websites of individual awarding bodies.

Pupils should contact their school or college for further information as required.

9: Consequence Management

9.4: Pandemic Influenza

9.4.1 Northumbria Local Resilience Forum (LRF)

The LRF consists of wide range of key organisations working in Northumberland and Tyne and Wear, including the emergency services, NHS and local authorities. These organisations work together to plan for, respond to and recover from major incidents and national emergencies such as pandemic influenza.

The LRF's Community Risk Register states that an influenza pandemic occurs when a new flu virus appears and there is no natural immunity to the virus. The subsequent illness can range from being relatively mild to severe. At times the illness can lead to death.

Flu viruses spread mainly from person to person through coughing or sneezing by people infected with influenza.

An influenza pandemic can occur at any time. The last was in 2009 but only caused mild illness in most people who caught it.

9.4.2 Impact of a Severe Influenza Pandemic

The most severe influenza pandemics will cause significant disruptions to society including:

- Health care and local authority social care systems may become overloaded.
- Normal life is likely to face widespread disruption particularly due to staff shortages affecting the provision of essential services, including production and transport of goods.
- Up to 750,000 additional deaths may occur in the UK by the end of the pandemic.

9.4.3 Who can be affected?

A pandemic is likely to occur in one or more waves, about three to nine months apart. Each wave may last around twelve weeks and up to half of the UK population may become infected during the pandemic.

It will not be possible to confirm whether a pandemic is causing problems for specific age-groups (such as children or the elderly) until after it has begun. The spread of a pandemic will be monitored, and trends analysed to determine the precise response.

9.4.4 What will be done to address Pandemic Influenza?

The members of Northumbria LRF (including Newcastle City Council) work together to plan for:

- Management of the demand on the NHS and social care.
- Vaccination with newly developed pandemic vaccine once available.
- Public awareness.
- Managing excessive numbers of death.
- Ensuring that each LRF member organisation have their own business continuity plans in place to cope in times of staff shortage.

9: Consequence Management

9.4: Pandemic Influenza

9.4.5 How will education and childcare be affected?

The Department for Education (DfE) is currently reviewing its pandemic influenza guidance in respect of schools and other education settings.

Until this guidance is available, schools should expect any pandemic to have an impact on both staff and pupils. This may result directly from those who become ill or because of having to care for family members who become ill.

Unless HM Government finds evidence to suggest that closing schools will help to counter the spread of a pandemic, it is expected that schools will remain open to pupils as usual.

It cannot be ruled out that individual schools may have to close in response to the specific circumstances they face on a day-to-day basis during pandemic influenza.

9.4.5 How will schools respond?

At the onset of a pandemic, schools may notice an increase in staff and/or pupil absence. The initial response will be as for any other infectious disease. Refer to section 7.9: Infectious Disease. Further guidance will be issued by Public Health England (PHE) as the pandemic develops.

Where the absence of staff members has a significant impact on the normal operation of the school, appropriate action will be taken to enable pupils to continue to attend school. Refer to section 3.7: Dealing with Staff Shortages. Options such as bringing supply staff may be reduced and closing to pupils more likely.

Given that closing to pupils may be more frequent and for longer periods, schools will have consider implementing learning continuity measures to support pupils remaining at home. Refer to section 3.11: Learning Continuity.

Schools will respond to specific guidance issued by the DfE during a pandemic.

9.4.6 What is the role of the BCRR Team?

Pandemics are not a common occurrence and the enormity of the potential impact on society is such that it is difficult for schools to make detailed plans. Rather, the emphasis is placed on existing continuity planning and adapting to the circumstances that arise during the pandemic.

The likelihood is that the source of any pandemic will occur in a less technologically developed part of the world. There may be a warning period (however short) before the UK is significantly affected.

During this time, the BCRR Team will liaise with the Council's emergency planning specialists (who work with colleagues from the key LRF members). Information that is relevant to schools will be shared by the BCRR Team as and when required.

9: Consequence Management

9.5: Barring Parents from School Premises

9.5.1 Who can access school premises?

Parents of pupils who are on the school roll have an implied license to enter school premises. This means that they can have access at certain times indicated by the school. Examples include being in the playground at the start and finish of the school day.

The school will set out the conditions and terms of this license and may extend it to additional facilities used by the school for recreation, physical and social training.

The public has no automatic right of entry to school premises.

9.5.2 When can parents be barred?

Trespassing is a civil offence. This means that the school can ask someone to leave and take civil action in the courts if someone trespasses regularly. The school may want to write to regular trespassers to tell them that they are potentially committing an offence.

The school can bar someone from the premises if they feel that their aggressive, abusive or insulting behaviour or language is a risk to pupils and/or staff. It is enough for a pupil or staff member to feel threatened.

The school should tell an individual that they have been barred or it is intended to bar them, in writing. Letters should usually be signed by the Head, though in some cases the City Council, academy trust or proprietor may wish to write instead. The individual must be allowed to present their case.

The school can either:

- Bar them temporarily, until the individual has had the opportunity to formally present their case.
- Tell them they attend to bar them and invite them to present their case by a set deadline.

After the individual's case has been heard, the school can decide whether to continue with barring them. The decision should be reviewed within a reasonable time, decided by the school.

9.5.3 How is a parent removed from school?

Section 547 of the Education Act 1996 makes it a criminal offence for a person who is in school premises without legal permission to cause or permit a nuisance or disturbance. Trespassing itself does not constitute a criminal offence.

To have committed a criminal offence, an abusive individual must have been barred from the premises or have exceeded their 'implied licence', then also have caused a nuisance or disturbance.

If the school has reasonable grounds to suspect that someone has committed an offence, then they can be removed from the school by a police officer or a person authorised by the appropriate authority such as the:

- Governing Body (or equivalent).
- City Council.
- Proprietor of the school.

9.5.4 Department for Education (DfE) Advice

The DfE has published **Advice on school security: Access to, and barring of individuals from, school premises (December 2012)**, which is for use by school leaders and staff.

10: School Information Book (Empty Template)

School Information	
Contact Details	
Address	
Phone	
Fax	
Email	
Web-site	
SatNav	
Organisation and Extended Services	
Status	
Roll and Age Range	
School Day	
Breakfast Club	
After School Club	
School Club(s)	
Incident Management	
SIMC in absence of Head Teacher	
SICC: Primary On-site Location SICC: Primary Off-site Location	
Emergency Locations	
Personal Attack Button(s)	
Internal Assembly Points	
Safe Havens (Off-site)	
Pre-determined Alarm Systems	
Fire Alarm	
Bomb Evacuation	
Shelter-in-Place	
Lock-down	

10: School Information Book (Empty Template)

School Information	
Facilities and Premises	
Emergency Key-holder(s)	
Designated Person for Asbestos	
Location(s) of Asbestos	
Hazardous Material/Chemical Store	
Health and Safety Files	
Intruder Alarm Panel	
Fire Alarm Panel	
Electric Mains Switch(es)	
Gas Emergency Control Valve(s)	
Water stop-cock(s)	
Central Heating Control Panel	
Vehicular Access Restriction	
Staff Availability	
Teaching/support staff living within walking distance of school	
Teaching/support staff living in proximity to Tyne and Wear public transport network	
Teaching/support staff living in Northumberland	
Teaching/support staff living in County Durham	
It may be helpful to attach a map indicating the spread of locations where staff live for ease of consideration of the impact of disruption to travel.	
Business Continuity Priorities	
Critical Activities	
Desirable Activities	
Non-Priority Activities	
ICT Systems and Information Assets	
Back-up Location(s) and Arrangements	
ICT Systems and Electronic Records	
Document Storage	
Equipment Inventories	
Critical ICT Suppliers	

10: School Information Book (Empty Template)

School Information	
Other Critical Assets/Dependencies	
Transport Assets	
Pupil Bus Services	
Specialist Equipment	
Partnerships	

10: School Information Book (Empty Template)

School Information

Floor Plan

10: School Information Book (Empty Template)

School Information					
<p>The following staff have agreed to have their telephone numbers added to this document for the sole purpose of emergency contact.</p> <p>If an individual leaves employment of the school, their personal details will be removed forthwith.</p> <p>If an individual wishes to have their personal details removed at any other time, they should contact the Head.</p>					
School Leadership Team					
Title	Forename	Surname	Role	Mobile	Telephone
Governing Body					
Title	Forename	Surname	Role	Mobile	Telephone
			Chair		
			Vice Chair		
			Clerk		
Include other members of the Governing Body if desirable.					
Trust					
Title	Forename	Surname	Role	Mobile	Telephone
Trust Officers will be sufficient but include Head Teachers (or equivalent) of Trust schools if desirable.					
Staff					
Title	Forename	Surname	Role	Mobile	Telephone
A 'sign-posting' reference to an appropriate list held elsewhere will be sufficient if desirable.					
Facilities					
Title	Forename	Surname	Role	Mobile	Telephone
Kitchen					
Title	Forename	Surname	Role	Mobile	Telephone
Suppliers and Contractors					
Provider	Service(s) Provided			Contact Details	

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11.3: Specimen Forms

Telephone Warning Record (Front)	
The message	
Try to record, as far as you can recall, the exact wording of the threat	
Did the caller provide any relevant information?	
Where the bomb was placed?	
When it was going to explode?	
What it looked like?	
What kind of bomb it was?	
What would make it explode?	
Any other comments or information:	
Did the caller provide reveal details that might help identify them?	
Their name, address or telephone number?	
Remember: Their phone number may be displayed on your phone during the call, or, saved in your 'call log' or another 'memory' feature of your phone.	
Why they have done this?	
Any other comments or information:	

11.3: Specimen Forms

Telephone Warning Record (Rear)					
Further details					
Date call received:					
Approximate time call started:					
Approximate time call ended:					
Phone number that received call:					
About the caller					
Male or Female		Adult or Child			
Their voice					
Well spoken		Irrational/incoherent		Angry	
Calm		Crying		Was voice taped	
Were there any other features of the caller's voice that may be significant? For example, did they have a stutter, lisp or an accent?					
Did the voice sound familiar? If so, who did it sound like?					
Could you hear any background noise?					
Clear/no other noise		Street noise		House noise	
Animal noises		Voices/PA system		Crockery	
Factory machinery		Office machinery		Music	
Were there any other notable background noises/sounds that may be significant? For example, distinct recognisable words or sounds, excessive static, loud bangs?					
Call-receiver details					
Date and time form completed:					
Signature:					
Print your name and job title:					