St Thomas More Primary School
CRITICAL INCIDENT
MANAGEMENT PLAN

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PART A: INTRODUCTION

1. A critical incident may be defined as any unexpected occurrence which has a major impact upon the school, which is likely to cause serious disruption to the running of the school and/or which is likely to result in significant public or media attention.

2. St Thomas More School’s Critical Incident Management Plan follows Local Authority guidelines and has been expanded upon to include detailed suggested actions/communication. The aim of this Plan is to ensure that the school is prepared to manage a critical incident. It will make clear roles and responsibilities and lessen the effect of a critical incident on the pupils, staff and parents of our school.

3. The Plan is sufficiently flexible to address a range of “unusual” events and planning includes the worst-case scenario.

4. In responding to an incident it will ensure that:
   4.1. rapid and appropriate action is taken;
   4.2. normal routines are maintained as far as possible; and
   4.3. immediate, sensitive and non-intrusive support is offered.

5. Restricted copies of the Plan (with staff phone numbers) will be kept:
   5.1. in the School Office and staff room where it is easily accessible;
   5.2. by all members of the Leadership Team (plus a copy of the Plan to be kept at home);
   5.3. by the Chair and Vice-Chair of Governors;

6. Public Copies of the Plan (without staff phone numbers) will be kept:
   6.1. by the rest of the Governing Body.

7. In addition, the following quick-reference guidance sheets (included in this Plan) will be kept on the notice board in the School Office and Staff Room and may be used to respond initially to the incident:
   7.1. Action Plan (see Point 5 – Procedures)
   7.2. Flow Chart of Key Tasks and Actions (see Appendix 1)

   These documents are colour coded to clearly identify:
   - Phase 1: Immediate Action - RED
   - Phase 2: Managed Response - BLUE
   - Phase 3: Restoration to Normality - GREEN

8. The Plan must be checked once a term to ensure it is up to date and that the telephone numbers in Appendix 1 are correct. Changes in Appendix 1 must be circulated promptly.
B: Definition

9. A critical incident is one which arises suddenly. Critical incidents may occur in school or out of school, but both types will have a major impact on staff and children. An incident becomes a critical incident when it constitutes a serious disruption arising with little or no warning on a scale beyond the coping capacity of the school operating under normal conditions, and requiring the assistance of the Emergency Services.

10. Examples of incidents impacting on schools could include:
   a. death or serious injury as a result of violence, accident, self-harm and/or sudden/traumatic illness
   b. major fire or explosion / building collapse
   c. riot and/or civil disorder
   d. natural and/or man-made disaster
   e. terrorism
   f. missing person(s)/abductions
   g. an illness such as meningitis within the school or the local community
   h. a serious accident at school or in the immediate vicinity
   i. assault on staff or pupils by parents or members of the public
   j. bomb threats
   k. gas leaks

11. Incidents can occur:
   a. on the school site during school hours
   b. on school transport,
   c. whilst the pupils are taking part in activities away from the school site
   d. on school premises as part of after school activities
   e. within the local community involving pupils from the school

12. An incident is deemed critical when it:
   a. constitutes a serious disruption;
   b. is on a scale beyond the coping capacity of the school and requires assistance from Emergency Services or other external agencies.

C: Roles

9. Names of key staff and governors are to be checked termly and updated promptly in the event of any changes.

10. The Plan will be reviewed annually by the Health & Safety Manager and the Governor with responsibility for Health & Safety.

11. The Head of School will be the nominated Incident Manager. In the absence of the Head of School, the most senior member of staff on site will take the role of Incident Manager.

12. The Chair of Governors, or if unavailable, the Vice-chair, will be informed as soon as possible in the event of a crisis to give assistance and support to the Incident Manager.
13. **The Incident Manager** will form an appropriate sized team selected from the Leadership Team initially, and / or Senior Administration Staff where necessary.

14. **The class teacher** will have an important role to play in managing critical incidents and will be the best person to deal with the pupils in their class. In times of crisis teachers must react as they feel is appropriate and there can be no easy formula for dealing with critical incidents but by helping to ensure good communication within school, the crisis can be managed. Class teachers will be expected to be aware of critical incidents plan and procedures; react as appropriate and following instructions of Incident Manager to maintain calm in their class.

**Part D: Off– Site Activities**

15.1 A visits file will be kept for records of all visits. Forms are to be completed by the organising teacher and approved by the Educational Visits Co-ordinator.

15.2 A copy of the Critical Incident Plan including Key Contact numbers, is to be taken on each visit.

15.3 For every off–site activity, a member of the office staff will be identified as the school contact for the teacher organising the activity.

15.4 Anyone designated as a ‘School Contact’ must have a full list of pupils and staff away on any visit, along with Key Contact numbers and significant medical information.

15.5 If a child goes missing whilst on an off-site activity, staff are to follow the procedure outlined in the safeguarding policy. See Appendix 15
### E: Procedures - Action Plan

(A copy of this Action Plan must be kept on the notice board of the school office and staff room.)

(A flexible approach may be required depending upon nature of incident.)

<table>
<thead>
<tr>
<th>Action</th>
<th>Time</th>
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<tbody>
<tr>
<td>Incident Manager (IM) to differentiate between a major or minor incident.</td>
<td>Immediate</td>
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<tr>
<td>Assess continuing risk to ensure safety of pupils and staff. [ ] Make safe hazard (if possible)</td>
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<tr>
<td>• IM to gather incident support team (Leadership Team initially, additional support from nominated First Aiders, Senior Admin Support Staff, Class teachers, Caretakers)</td>
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<tr>
<td>• Roles / duties allocated.</td>
<td>Immediate</td>
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<tr>
<td>• Office Staff to have accurate timetable location of Leadership Team, First Aiders and other Senior Staff.</td>
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<td>• Establish central liaison point (school office)</td>
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<td>Identify two telephonists</td>
<td>Immediate</td>
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<td>a) School phone for incoming calls</td>
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<tr>
<td>b) Mobile phone for outgoing information / staff use</td>
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<tr>
<td>Telephone emergency services</td>
<td>Immediate</td>
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<tr>
<td>Telephone Chair of Governors (or Vice-chair if unavailable)</td>
<td>Immediate</td>
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<tr>
<td>Gather information</td>
<td>Immediate</td>
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<tr>
<td>Preserve evidence e.g. collect and retain names of witnesses</td>
<td>Immediate</td>
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<tr>
<td>Inform staff:</td>
<td>As soon as possible</td>
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<td>• In case of fire or similar emergency follow fire evacuation procedures otherwise staff will be informed by members of incident support team.</td>
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<td>• at break or lunch, incident support team inform duty staff, rest of staff informed by either fire alarm or by a member of incident support team</td>
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<tr>
<td>Inform pupils – appropriate information given on advice from incident support team</td>
<td>As soon as possible</td>
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<tr>
<td>Contact parents</td>
<td>As soon as possible</td>
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<tr>
<td>Arrangements for expressions of sympathy / acknowledgment</td>
<td>As soon as possible</td>
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<td>Inform HSE</td>
<td>Within 24 hours</td>
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<td>Complete and return appropriate HSE forms</td>
<td>Within 48 hours</td>
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<tr>
<td>Assess need for support / counselling, organise counselling</td>
<td>Over days /weeks</td>
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<tr>
<td>Organise counselling</td>
<td>As required</td>
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<tr>
<td>Complete entry in Incident Book</td>
<td>Within 48 hours</td>
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<tr>
<td>Plan and activate Recovery Programme</td>
<td>As soon as possible</td>
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<tr>
<td>Return to normal school timetable / routine</td>
<td>As soon as possible</td>
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<tr>
<td>Evaluation</td>
<td>As soon as possible</td>
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F. Intruders on School Premises

16. Intruders on school premises may pose threats to staff and pupils. These threats may take the form of:
   a. theft of equipment and/or personal belongings of either staff or pupils;
   b. vandalism of equipment and/or premises;
   c. violent pupils threatening either fellow pupils and/or staff;
   d. violent parents threatening either pupils and/or staff;
   e. unknown intruder threatening either pupils and/or staff.

17. Visitors
   a. All visitors are required to enter via the school reception and sign the visitors’ book. They are given an identification badge which must be worn whilst on the premises. Visitors should be escorted to their destination; frequent visitors who have appropriate CRB/DBS checks, may go unassisted to their destination.
   b. Any member of staff who encounters a visitor, who is not wearing a badge, should use their professional judgement to issue a polite challenge. “Can I help you?” or “Are you lost?” will cover most situations. If any member of staff or pupil feels uneasy about the presence or behaviour of any visitor they should report their concerns immediately, either directly or via the School Office to the Premises Manager / SLT.

18. If there is any question of immediate risk to staff, pupils or others or damage to property, a 999 call should be made.

19. An Incident Report Form should be completed by the Premises Manager (see Appendix 9 Information Collection Checklist and Log Details).

20. Guidance for dealing with Intruders
   Any serious concerns or threats should follow the procedures below.
   a. Assess the Risk
      i. Try to categorise the intruder and the degree and type of threat posed. Intruders could be:
         ii. walk in opportunist thieves;
         iii. former pupils;
         iv. parents;
         v. non-custodial parent seeking access to children or seeking to remove children from school;
         vi. armed;
         vii. unknown quantity.
      viii. Any knowledge of the intruder, their motivation or background, will be of help for the school and possibly the emergency services should they become involved
       ix. NB. Look out for people who are not members of staff but appear to have authority to be there. Wearing a suit, carrying a clipboard or wearing overalls are all good cover for a sneak thief.
b. **Challenging the intruder**
   i. Do not stand too close or invade personal space, this could trigger violent confrontation.
   ii. Avoid an aggressive stance such as finger wagging or folded arms.
   iii. Be polite. Stay calm; speak gently, slowly and clearly.
   iv. Explain your authority to challenge them if it is questioned.

21. If possible, tell another person when going to speak to possible intruders.
   a. Avoid arguments.
   b. Never place your hand on a potentially aggressive intruder.
   c. Do not turn you back, and if you leave the room, do so backwards.
   d. Try to leave yourself an escape route which you have planned on entry to the area.
   e. Be on the look-out for weapons.
   f. If there is more than one intruder, do not confront them on your own, seek support first or enlist the help of the police.
   g. If you do not feel sufficiently confident to challenge an intruder, do not do it. Seek help; no-one will think the less of you.
   h. Try to ascertain as much information as you can, including a description of the intruder for the police.
   i. Seek support from other staff should the intruder refuse to cooperate, who should call the police.

22. **Contacting the Emergency Services**

   Nobody should attempt, or feel that they are expected, to “have a go” if there is any question of their being at risk of injury as a result. If there is a risk of equipment being stolen it is better to lose such equipment rather than risk a violent incident. Similarly, if there is a risk of assault, an intruder could claim you used unreasonable or unjustified force on them.

23. Contacting Emergency Services should always be used in the following circumstances:
   a. if there is any danger to life;
   b. actual or expected threat of violence;
   c. threat of damage to property;
   d. a crime is in progress;
   e. a further crime may occur;
   f. there is any other incident which in your judgement requires an immediate response.

24. **Emergency Communication**

   a. Circumstances will dictate the action to be taken and either the Head of School or individual members of staff will have to take the responsibility of making a judgement as to the right course of action. If there is a physical threat to staff or pupils always call the Police using 999.
   b. In order to reach a decision on how to deal with an intruder, you may need to contact another member of staff quickly without the intruder knowing your intention. You may also need a way of summoning help, such as calling the Police. This may be by quietly and carefully asking a pupil to fetch assistance without alerting or alarming the intruder.
25. **During the intrusion/incident**
   
   a. Avoid direct confrontation until the Police arrive. Where staff or pupils are not in immediate danger from an intruder, try to keep track of their movements and inform the police of their whereabouts when they arrive.
   
   b. In the case of attempted abduction or direct physical threat to a pupil you will be required to make an immediate judgement. Consider:
      
      i. will the victim be in greater danger or lesser danger if the intruder is confronted?
      
      ii. is it possible to speak to and reason with the intruder?
      
      iii. is the intruder known to you and the pupil?
      
      iv. do you have any knowledge of the victim or intruder that may assist your judgement
   
   c. It is not reasonable to suggest that Head of School or other staff can do more than follow their own assessment of the situation and act accordingly. The only principles which must be followed are to take the course of action which you believe presents the least risk to the pupils and to school staff, and summon the Police as soon as possible.

26. **After the Intrusion Incident**
   
   a. Any violent incident involving an intruder that takes place in a school must be recorded and reported to the Police.
   
   b. It is possible that staff or pupils may be traumatised by intruder incidents, even if they do not display immediate signs of trauma or disturbance. It may be appropriate to arrange counselling. There may also be an ongoing need for psychological support and guidance to help the school community come to terms with the incident. See Appendices 7,8,9, and 10
   
   c. If the intruder has left the premises and may pose a threat to other schools, contact should be made with the local schools in the vicinity via any emergency telephone cascade system in operation in your area.
   
   d. The Head of School will brief the Chair of Governors about the incident, particularly if there is any media interest. No other member of staff or governor should speak to the press or broadcast media without first consulting the Head of School.

27. **Trespass, Nuisance or Disturbance on School Premises**
   
   a. Although trespass is not a criminal offence, a Head of School may order any unwelcome or unauthorised visitors off the school premises. This right is extended by Section 547 of the Education Act 1996. Section 547 makes it a criminal offence if a person present on educational premises without lawful authority causes or permits nuisance or disturbance to the annoyance of persons who lawfully use those premises. It applies whether or not the lawful users are present at the time and to all school buildings, playgrounds, playing fields and other areas for outdoor recreation.
   
   b. The penalty for a person convicted of the offence is a fine of up to £500.
   
   c. **Exercise of Section 547 & Police Involvement**
      
      i. The Head of School can ask unauthorised persons to leave, but only a Police Officer can remove a person from the school premises provided they have reasonable cause to suspect that the person is committing or has committed an offence under Section 547.
      
      ii. On no account should staff attempt to remove physically from the premises a person who may be committing an offence. If a person will not comply with an instruction
to leave the premises, or if in the view of the authorised person an instruction or confrontation might inflame the situation and put them or others at risk then Police assistance should be summoned by dialling 999.

iii. If there is prior knowledge of the likelihood of trouble on educational premises, the Police should be contacted in advance using the above telephone number.

d. **Less Serious Cases**

In less serious cases of nuisance or disturbance (e.g. persons allowing dogs to foul school grounds, parents persistently smoking on school premises etc.); the following steps should be taken by the authorised members of staff:

1. Warn the person concerned of the sanctions that Section 547 provides. Ask the person to refrain from committing an offence and/or ask them to leave the premises.
2. Ask them for their name and address.
3. In cases of persistent offences or if the offender takes no notice of a warning given as above, inform the offender that he/she may be prosecuted; ask for the offender's name and address; make a written report of the incident immediately after and in as much detail as possible, including any remarks made by the offender. Take a separate statement from any witnesses to the incident.

e. It is emphasised that if at any stage of this process an authorised person believes that they or others may be at risk; they should withdraw and summon police help by dialling 999.

f. **Record Keeping & Warning Letters**

i. The Head of School should ensure that a detailed record is kept of any incidents. (Appendix 9 and Appendix 10).

ii. In more serious cases or with persistent offenders, legal advice may be sought through the school Solicitors.
Part G: Information

28. School Details
   a. An up-to-date list of emergency contacts for pupils and staff is to be available in the School Office.
   b. School visits must conform to the guidance set out in the school’s policy on School trips, visits and local activities.
   c. Premises site plans giving details of hazardous substance storage locations, gas, electric and water control points are to be available in the School Offices.

29. To Parents
   a. Select team of staff who are good at coping with emotionally draining situations.
   b. Call quickly to avoid misinformation.
   c. Brief all callers, Incident manager to prepare a script (using Appendix 3 as an outline).
   d. Keep clear records of who has been contacted (Appendix 3a).
   e. Give clear advice to parents of what they should do, e.g. normal routine or school closed.
   f. Advise parents to contact school if they have been approached by media.
   g. If appropriate contact local radio to give clear message
   h. Appendix 4 has an example letter to parents.

30. Media
   a. The Incident Manager will seek advice from the Press Office at Royal Greenwich:
      1. 9.00am – 5.00 pm - 020 8921 5124
      2. Governors, Staff and pupils are not to discuss any incident with ‘the media’.
   b. Journalists / media groups to be politely requested to move away from school premises and contact the Communications Unit unless Incident Manager / Chair of Governors briefed on a prepared statement.

Part H: Recovery Planning

31. Once an incident has been addressed the school may need to plan and activate a recovery programme.
32. A recovery team needs to be set up to consider:
   a. Ways of communicating to staff, parents and pupils.
   b. Formal and informal recognition and rituals.
   c. Support for staff and pupils, which may include therapeutic help.
   d. Support for the Incident Manager and Recovery Team.
   e. Curriculum implications.
   f. Building issues.
   g. Policies and procedure implications
33. An impact assessment will be carried out to assess casualties, building damage, etc., and a recovery plan will be drawn up. See: Appendices 5-1
PART I: Additional Contacts: National Organisations

CRUSE – Bereavement Care
Phone: 0844 477 9400 (national rate)
Website: www.crusebereavementcare.org.uk
A Telephone counselling service for those who are bereaved and those who care for bereaved people. It can offer referrals to local Cruse branches and other bereavement and counselling services throughout the UK.

Winston’s Wish Family Line
Phone: 0845 2030 405 (local rates) Website: www.winstonwish.org.uk
Information and guidance for families of bereaved children. Can provide contact details for local groups which support bereaved children.

Child Bereavement Trust
Phone: /www.childbereavement.org.uk/ 01494 568900 (local rates)
Information line for parents who have been bereaved.

The Samaritans
Phone: 0845 790 9090 (local rates) Website: www.samaritans.org
Confidential emotional support for anyone in a crisis

Survivors of Bereavement by Suicide
Phone: 01482 610728 (national rate) Can provide details of local self-help groups for those bereaved by suicide.

Childline
Phone: 0800 1111 (free phone) National help line for children

British Red Cross National Office
Advice on memorials and donations 9 Grosvenor Crescent, London, SW1X 7EJ, Tel. 020 7235 5454

Rainbows Bereavement Support GB
Phone: 020 8883 7826. Website: www.rainbowsgb.org a well respected national catholic charity exists to offer support to children and young people who have experienced a significant loss in their lives.
Flow Chart of Key Tasks and Actions  Appendix 1
(A copy must be kept on the notice board in the School Office and in the Staff Room)

Phase 1: Immediate Action
Implement School’s Incident Management Plan
Gather Incident Management Team. Allocate roles.

Assess continuing risk. Ensure safety of pupils and staff

Obtain information about incident. Establish liaison point (school office).

If appropriate take immediate action e.g. fire alarm to evacuate school or
staff to be briefed by incident support
team on action required.

Contact: Emergency Services, Chair of Governors.

Contact families of pupils, adults and staff involved.

Phase 2: Managed Response
Plan management of incident

Set up arrangements to with en

Make arrangements to support children and adults.

Phase 3: Restoration to Normality

Assess need for support / counselling.

Make arrangements for expressions of sympathy and/or acknowledgement of what has happened.
St Thomas More Catholic Primary School
“Share the light of Jesus by learning together and loving others.”

Examples of Actions to be taken in response to Specific Situations

**Example 1 - Death of a Pupil or Member of Staff**

1. Make safe the hazard (if possible) so that others are not harmed or in danger
2. Preserve evidence of cause of incident
3. Contact parents/next of kin
4. Inform staff / pupils at appropriate time
5. Arrange counselling
6. Inform H&S Manager
7. Inform HSE
8. Complete Form 2508 (RIDDOR) and send to HSE within 10 days, and copy to H&S Manager

**Example 2 - Serious Accidents or Illness**

1. If a parent is unavailable to meet the pupil at hospital, the accompanying member of staff should act “in loco parentis”, including giving permission for treatment – subject, of course, to any known parental wishes, e.g. Jehovah’s Witness.
2. Complete entry in Accident Book (legal requirement for staff accidents)
3. Inform H&S Manager
4. Inform HSE
5. Complete Form 2508 (RIDDOR) or Form 2508A (notifiable disease) and send to HSE within 10 days, and copy to H&S Manager

**Example 3 – Emergency School Closure**

1. Ensure adults are available at home or they can collect the pupil. If not, then the pupil should remain at school or in a supervised safe place.
2. Give written reasons for closure to parents / carers as soon as possible. (Appendix 4)
3. Plan for reopening school and communicating with parents / carers.

**Example 4 - Assault on Staff / Pupils by Members of the Public**

1. Try to identify assailant, do not detain by force
2. Collect and retain names of witnesses, prepare statements

**Example 5 - Bomb Threats**

1. Follow Bomb Evacuation Procedures
2. Confirm with staff and police that the building is empty
3. Do not re-enter without clearance from the emergency services

**Example 6 – Weapons or Firearm threats**

1. Follow the RUN, HIDE, TELL procedures
2. Follow either Emergency evacuation or containment procedures as instructed
2. Get to a place of safety
3. Confirm with staff and police that the building is empty
4. Do not re-enter without clearance from the emergency services

Outline Telephone Script – Informing Parents / Carers

I am (name) from St Thomas More Primary School, Appleton Road, am calling regarding ... (known facts of the incident)

Please note that the following action is being / will be taken by the School / should be taken by you (details of action, e.g. School closed / Normal routine / Other)

If you are approached by the media, please refer them to the School.

We will contact you again (on ....) to .............

Please be assured that we are doing everything we can to get back to normal as quickly as possible and give every support to your child and yourself.

Do you have any questions or comments?

Is there anything you need?
# Telephone Call Log – Calls Made to Parents / Carers

<table>
<thead>
<tr>
<th>Date</th>
<th>Call made by:</th>
<th>Call made to:</th>
<th>Details / Comments</th>
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### Telephone Call Log – Calls Received from Parents / Carers

<table>
<thead>
<tr>
<th>Date</th>
<th>Call received from:</th>
<th>Call received by:</th>
<th>Details / Comments</th>
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Sample Letter - Informing Parents / Carers

Dear Parents / Carers,

You may have heard / It is with sadness and regret that I have to inform you ........

(known facts of the incident)

As a school community, we are all deeply affected by this tragedy /

I am sure that you will wish to join me and my staff in offering our condolences and sympathy to those affected / to ............

(refer to individuals / families affected only where it is appropriate to release this information)

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

(Details, as relevant, about:

• school closure,
• changes to timings of school day
• transport
• lunch time arrangements
• changes to staffing
• arrangements for specific classes/year groups
• counselling support [see resource sheet 7: sample letter to parents re counselling] [provision of further information]

(If appropriate, advice about media contacts)

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

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

Yours sincerely
b. Pupil Meetings – Informing pupils

1. Pupils should be told simply and truthfully what has happened, in small groups if possible, e.g. class, tutor, year, etc. In some circumstances, it may be appropriate to bring pupils together as a whole school. Where this is the arrangement, then ensure that pupils have an opportunity to ask questions and talk through what they have heard with form/class teachers in smaller groupings afterwards.

2. Begin by preparing the pupils for some very difficult/sad news.

3. Taking account of children’s needs and backgrounds, give simple, factual information using language and concepts appropriate to the age of the children.

4. Avoid using euphemisms, use words like ‘dead’ and ‘died’, etc.

5. Pass on facts only; do not speculate on causes or consequences.

6. If questions cannot be answered this should be acknowledged.

7. Address and deal with rumours.

8. Try to give expression to the emotions that individuals may be experiencing (e.g., shock/disbelief, etc.) and explain that strong and difficult feelings are a normal part of the process of coming to terms with this sort of experience.

9. Do not refrain from referring to the deceased by name, perhaps highlighting some positive aspect(s) of their lives.

10. Finally, explain what arrangements the school has in hand for coming to terms with what has happened.

“I’ve got some very sad news to tell you today that might upset you. There is a serious illness called meningitis. Sometimes people with meningitis get better but sometimes people die from it. Some of you will have known that Jane Smith in year 4 was suddenly taken ill last week. I have to tell you that Jane died in hospital yesterday.

Like me, many of you will find it hard to believe that this has happened. It is obviously a very big shock for us all. Jane was such a happy girl who got on well with everybody. We will all miss her.

It is important for you to know that strong and perhaps difficult feelings are part of the normal process of coping with this sort of situation. It will help to talk about what has happened and about your thoughts and feelings. Please do take the opportunity to talk to your family, friends, teachers and adults in school. This is likely to be a difficult time for us as a school community and we should all try to support each other. Please come and talk with me if you have any questions or if you just want to talk.”
c. Emotional Distress - Identifying and supporting the individual pupil  

1. Identify low, medium and high-risk individuals using the following criteria and degree of concern.
   - At greatest risk as part of incident
   - Siblings/relations
   - Close friendships
   - Any perceived culpability/responsibility
   - Being blamed / scape-goated
   - Displaying emotional distress (see resource sheet 8)
   - Previous bereavement/trauma
   - Pre-existing EBD/mental health issues
   - Pre-existing home instability / stress
   - Learning difficulties
   - Culture and/or language issues

2. Be accepting and allow the pupil to express their emotions. Ask open ended questions (e.g., “How are you today?”) or just sit with them if this is what you feel is appropriate. Avoid touching or hugging but try to be as natural and unembarrassed as possible. Have some tissues to hand. It might be appropriate to use reflective listening (i.e., repeating back to the child what they have said) and/or summarise what they have said. This gives an opportunity for the child to elaborate and/or modify what they have said as well as an opportunity to hear a perspective on their own experiences. Sometimes it is helpful to give a name to the emotion that you are hearing being expressed (e.g., “That sounds very sad”; “Did you feel angry then?”).

3. You might have to explain your limits of confidentiality (i.e., confidentiality can be maintained except where you believe that the pupil is at risk or there are issues relating to criminal behaviour).

4. Don’t forget that knowing what to say is far less important than being able to listen in a sympathetic and supportive manner. If it seems appropriate to offer advice, then strategies for the pupil that you might want to suggest could include:
   - Talking to their family and friends.
   - Crying and expressing their emotions in a suitable safe context.
   - Maintaining normal routines.
   - Eating normally.
   - Taking physical exercise.
   - Maintaining normal sleep patterns.
• Carrying on seeing and being with friends.
• Listening and playing music.
• Being creative through art, drama, music, etc.
• Maintaining interests and pastimes.

5. As part of such sensitive support, it will be important to ensure that the pupil can continue to seek support from you but without them becoming dependent. If appropriate, agree to a set number of sessions at a set time and place where you can be confident of not being disturbed (in terms of your own safety and accountability ensure that parents and relevant staff are aware of any such arrangements).

6. Using a visual aid such as an outline of a hand, ask the pupil to identify 5 individuals (e.g., staff, peers, family, other adults) who they feel they could approach as part of their support network to help them feel safe. Ask them to test it out. If all else fails, what else could they always have ‘up their sleeve’? (e.g. Childline, etc.)

7. Liaise with parents / carers as appropriate.

8. Consider liaising with colleagues to differentiate work outcomes/homework, etc. or arrangements for managing the pupil’s emotional distress in class.

9. Be aware that holidays, Christmas, birthdays and the anniversary of the event that has caused distressed can mark points of particular emotional vulnerability.

10. Taking into account other agencies or professionals who may be involved, consider providing pupil with information about youth counselling and information services/other community support as appropriate.

11. Consider involving Inclusion and Pupil Support (IPS).

12. Where an individual pupil has experiencing persistent and intrusive thoughts, dreams or flashbacks and avoidance of features associated with the distressing event; in conjunction with the physical, cognitive, emotional/behavioural symptoms described in this Appendix, for at least 1 month, then serious consideration should be given to accessing specialist child mental health services. Referral can be made to Child and Adolescent Family Services by the family via their GP or by the IPS Educational Psychologist or Support Teacher linked to the school or indeed by the school nurse or doctor.

Finally, do not underestimate the emotional demands of this sort of work or the confusion that might arise from any of your own unresolved issues. Ensure that you have the opportunity to talk through any form of support that you provide for an individual pupil with a trusted colleague.
Sample Letter to Parents / Carers - Arrangements for Counselling Pupils

Dear Parents / Carers,

As a school community, we have all been affected by the recent tragedy involving ...............................

As part of our care and support for the children, we have been able to make arrangements involving outside agencies to provide counselling and support for children in school. We would like to make this available to your child.

This support is likely to consist of staff and professionals from outside agencies talking to pupils in small groups and offering advice and reassurance as appropriate. Please contact me if you have any queries regarding this.

Yours sincerely
e. Emotional Distress - Class Management

- Maintain normal routines and care.
- Be prepared to be more tolerant and accepting of children who might be more restless, distractible, irritable, emotionally volatile and or difficult to engage than would usually be the case.
- Where possible and where this is something that the pupils clearly need, be prepared to deviate from your lesson plan to allow them to talk and ask questions.
- When in discussion with children, do not be afraid of referring to deceased person(s) by name.
- Be honest when answering questions. Do not be afraid of saying you do not know the answer or that the question is one that is too difficult for you to answer. Taking account of children’s needs and backgrounds, give simple, factual information using language and concepts appropriate to the age of the children (avoid using euphemisms).
- Consider setting up a ‘questions post box’. Consider how to follow up questions raised.
- Allow children to talk about their feelings including difficult, confusing and complex feelings. Give them the message that it is OK to talk and that their feelings are a normal experience given the situation. Be accepting.
- In the same way, allow younger children to express themselves through their play. They are likely to feel the need to ‘work out’ difficult and confusing experiences and play gives them the opportunities to act out some of the issues. Adults may feel uncomfortable witnessing children’s excitable ‘playing out’ of what has happened and may feel the need to intervene. Try to be accepting and permissive except where this is clearly unhelpful and/or distressing for other children.
- Allow children to support each other.
- Manage discussion in a calm and reassuring manner. Allow the expression of feeling but try to manage the emotional temperature. Try to help the children to achieve a sense of perspective. Reassure children about anxieties that they may be experiencing.
- Consider setting up a display area for art work, writing, or mementos that the children may wish to contribute.
- Calmly and, where possible, discreetly intervene if it is the case that individual pupils are clearly too distressed to remain in class. Ask if they want to remain in class but in an area away from the main body of children. Make sure that they are supported by a friend. If appropriate, send them with a friend to whatever pastoral support arrangements are available in school. Inform parents.
- Be aware of other children in your classes who may not be so visible but who nevertheless may be struggling to cope. Make times and opportunities for them to talk. If you continue to have concerns, refer them through the school’s pastoral system. Inform parents.
• Make opportunities to talk to children on an individual or small group basis as part of your social contact with the children. Even if the children are not very communicative, just being available can be very supportive.

• In line with the school’s policies and procedures for dealing with racial harassment/bullying policy, intervene where you are aware of any signs of name calling, abuse and bullying.

Finally, ensure that you are caring for yourself.
f. Emotional Distress - Signs and Symptoms

A crisis may cause different reactions in different children in different ways. Some of the more common reactions include:

**Physical:**
- Wetting / soiling ‘accidents’
- Disturbed sleep, bad dreams, fatigue
- Lack of energy, listlessness
- Headaches, tummy aches, muscle aches
- Change in appetite/weight
- Lowered resistance to illness
- Alcohol/drug abuse

**Cognitive:**
- Difficulties in concentrating, forgetfulness, increased distractibility
- Loss of previously acquired skills
- Deterioration in standards of work
- Being more accident prone
- Reduced interest in usual activities and interests
- Appearing preoccupied

**Emotional/Behavioural:**
- Numbness
- Feeling of irritability, anger, aggressive behaviour
- Nervousness, jumpiness, panic feelings
- Raised levels of anxiety, fear of dark/confined spaces
- Feeling overwhelmed or confused
- Feeling insecure/clinging behaviour
- Regression to behaviour of a younger child
- Repetitive ‘acting out’ through play/drawing, etc. □ Crying spells
- Mood swings
- Apathy, hopelessness, depression
- Guilt
- Withdrawal from relationships
- Suicidal thoughts

Be alert to delayed reactions which may occur sometime after the actual incident. **When to refer on**
Where an individual is experiencing (for at least 1 month):

- persistent and intrusive thoughts, dreams or flashbacks to do with the distressing event;
- avoidance of features associated with the distressing event; and / or
- physical, cognitive, emotional/behavioural symptoms as noted above, then serious consideration should be given to accessing specialist child mental health services. You will obviously want to discuss this with the family and referral can be made to Child and Adolescent Family Services by the family via their GP. Referral can also be made by the IPS educational psychologist or support teacher linked to the school or indeed by the school nurse or doctor.
g. **Information Collection Checklist and Log Details**

Information about the incident

- When and where
- Number and nature of injuries/fatalities/damage sustained
- Actions undertaken by the emergency services
- Actions undertaken by the school
- Actions planned to be undertaken by the school
- Other agencies involved and their actions
- Nature of support being requested by the school

<table>
<thead>
<tr>
<th>Actions agreed to be taken</th>
<th>Person responsible</th>
<th>Date &amp; Time</th>
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### Incident Evaluation Form

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<tr>
<th>St Thomas More Catholic Primary School</th>
<th>Date of Incident:</th>
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<tr>
<td><strong>Brief Description of Incident:</strong></td>
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<tr>
<th>HSE(RIDDOR) contacted: Yes / No</th>
<th>Incident deemed critical: Yes / No</th>
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<tr>
<td><strong>Action taken by school:</strong></td>
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<th>Description of any external support accessed:</th>
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<tr>
<td><strong>What worked well:</strong></td>
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| **What worked less well:**                   | |

| How could things have been done better:     | |

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*St Thomas More Catholic Primary School*

“Share the light of Jesus by learning together and loving others.”
St Thomas More Catholic Primary School
“Share the light of Jesus by learning together and loving others. ”

Bomb Evacuation Procedure

h. St Thomas More Catholic Primary School, Appleton Road, Eltham, SE9 6NS

i. Principles

The overriding consideration must always be the safety of staff, pupils, visitors and the general public. The purpose of this guidance is to ensure any emergency situation can be dealt with in a pre-planned and organised manner to maintain the safety of all persons and co-ordinate an evacuation in conjunction with the emergency services.

All staff and pupils must be aware of evacuation procedures (see Fire Evacuation procedures). All persons on site (visitors, contractors etc.) must be instructed on the procedures for evacuation of the building.

A bomb threat could be received in a number of ways:

- Via the main switchboard
- Any internal phone with a direct dial facility
- The police
- The local press
- Another third party

j. Procedures

i. 1. Planning for evacuation

Normally the same procedure is followed as in the case of a fire. Using one of the fire alarm call points would normally activate the alarm but the signal should sound differently for example a repeated intermittent ring.

It is sensible to use the designated assembly points for fire as bomb assembly points to avoid confusion. If the assembly point area is compromised, e.g. Explosive device at rear of building, then the Head of Premises will designate another area for assembly and inform staff as soon as feasibly possible and before evacuation proceeds.

Care should be taken to ensure that assembly points are of a suitable distance away from buildings and car parks taking into account the possible spread of blast, glass and debris damage.

2. Designated Staff

- Incident Control Manager would normally be the Head of School and acts as the focal point for all communication.
- Premises Controller (or one of the office staff) coordinates evacuation procedure.
- Fire Wardens are the staff with area responsibilities.
- First Aiders role remains unchanged.
ii. 3. Actions to be taken

**Incident Control Manager** (Head Teacher – if not available an Assistant Head)

1. Notify the police and Local Authority
2. Isolate the area - the minimum distance should exceed 50 metres
3. Do not touch anything
4. Evacuate the building/s and assemble at the designated area
5. If the main telephone line received a threat, ensure the bomb threat sheet (Appendix 1) is completed and made available to the police on their arrival.
6. Note ‘Lapse Time’ until the device is due to explode and take the following action:

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<tr>
<th>Lapse Time - Less than one hour</th>
<th>Lapse Time - More than one hour</th>
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<tbody>
<tr>
<td>Sound the alarm</td>
<td>Sound the alarm</td>
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<tr>
<td>Dial 999 inform the police of the incident control point</td>
<td>Telephone Police control room and report the incident - 101 / 999</td>
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<tr>
<td>Provide the police with details from the bomb threat sheet</td>
<td>Set up a temporary incident room</td>
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<tr>
<td>Dial 999 to advise Fire Brigade</td>
<td>Telephone the London Fire Brigade to advise 020 8555 1200 or 999</td>
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<tr>
<td>Inform the Chair of Governors of events</td>
<td>Inform the Chair of Governors of events</td>
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**Premises Controller** (Premises Team, if not available Member of Senior Leadership Team)

1. Report to a predetermined area (usually main office)
2. Detail nominated staff to doorways to prevent re-entry to the building
3. Liaise with police and provide assistance if required
4. Liaise with the Incident Control Manager.

iii. **Fire Wardens**

These members should check their designated area to ensure that it is evacuated. The all clear for evacuation of the area should be reported to the Senior Fire Warden, who will then inform the Incident Control Manager.

iv. **First Aiders**

On hearing the alarm the first aiders should report to the Incident Control Manager. Where a detour or significant delay is not required, first aid kits should also be brought.
v. 4. Operating the Incident/Bomb Alarm

1. Sound alarm, follow Fire Evacuation Procedures
2. Telephone the Fire Brigade to advise of your actions. Use the standard message below:

“We are ringing to inform you that a bomb threat has been received and we are activating the bomb alarm in order to evacuate the building(s). The information that we have received indicates that the bomb is set to explode at ........am/pm

The Police have been informed and an Incident Control Point has been set up at ……………………………………………………………………………………………………………………………………………………

vi. 5. Bomb Threat Detail Sheet (see Appendix 1)

1. It is important to record the actual words used wherever possible
2. Get a colleague to listen to the call with you
3. Listen carefully – stay calm, if possible do not interrupt
4. Keep the caller talking and keep the line open – do not clear it until you are told to do so.
5. Record as much information on the Bomb Threat checklist.
6. Inform SLT / Premises staff / Police
7. Evacuate the building.
8. SLT to search area of cited suspect package / device if necessary
9. Liaise with police and provide assistance if required
Bomb threat checklist

This checklist is designed to help staff to deal with a telephoned bomb threat effectively and to record the necessary information.

Actions to be taken on receipt of a bomb threat:
- Switch on recorder/voicemail (if connected)
- Tell the caller which town/district you are answering from
- Record the exact wording of the threat:
  __________________________________________________
  __________________________________________________
  __________________________________________________

Ask the following questions:
- Where is the bomb right now?
- When is it going to explode?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Did you place the bomb?
- Why?
- What is your name?
- What is your address?
- What is your telephone number?

Record time call completed:
- Where automatic number reveal equipment is available, record number shown:
- Inform the Security Co-ordinator of name and telephone number of the person informed:
- Contact the police on 999. Time informed:

The following part should be completed once the caller has hung up and the Security Co-ordinator and the police have been informed.
- Time and date of call:
- Length of call:
- Number at which the call was received (i.e. your extension number):

About the caller
- Sex of caller:
- Age:
- Nationality:
Critical Incident Management Plan

Language

- Well spoken
- Irrational
- Taped message
- Offensive
- Incoherent
- Message read by threat-maker

Background sounds

- Street noises
- House noises
- Animal noises
- Crockery
- Motor
- Clear
- Voice
- Static
- PA system
- Booth
- Music
- Factory machinery
- Office machinery
- Other (specify)

Other remarks


Signature:
FIRE/EMERGENCY DRILL PROCEDURES

FOR STAFF

When the fire alarm sounds, please position yourself by the door to monitor the speedy and orderly departure of all pupils.

Follow directions for the nearest fire exit as illustrated by the door in your room. Leave all possessions behind.

ALL windows and the classroom door should be closed, if time allows. Leave the room quietly and calmly directing your class to the nearest exit.

Pupils should be in silence at ALL times.

Class teachers

- On arrival in the playground, teachers are asked to line the children up. Registers are to be collected from the office staff. Staff are to position themselves at the front of their own class. Insist that pupils remain in silence. Call the class register.

- Once all pupils have been accounted for, return it to the member of the office staff. The name of any pupil who does not arrive in the playground should be given immediately to the Head of School.

Other staff

- Staff who are not attached to a class are to position themselves along the back of the class lines and support with the monitoring of the arrival and behaviour of pupils.

ALL STAFF

- Missing staff should be reported to SLT / Fire Marshall without delay.

ALL MEMBERS OF STAFF ON SITE (and their visitors) MUST PARTICIPATE IN ANY FIRE/EMERGENCY DRILL
FIRE MARSHALLS

Premises staff/ G Jamieson  Lead Fire Marshall

Office staff (JW or MT and JP)  registers / contact emergency services.

Staff Member  Area of Responsibility

Sandra McCormack  1st Floor Y5/ 6/ 4 / upstairs toilets
Sue Miller  1st floor Y3/ 2/ 1/ DT / Library/ St Benedict’s room
Lena Mills  Ground floor toilets / ICT room/ staff room
Debbie Moore  Ground floor/office/ Reception/ Sen and Music room
Chef  Kitchen

Everyone has a duty to ensure that they leave by the Emergency Evacuation Route displayed in each classroom and direct pupils accordingly

YOU MUST TAKE DIRECTION FROM A FIRE MARSHALL IF GIVEN

The Lead Fire Marshall is in overall charge in the event of a Fire or Emergency Evacuation

NO ONE MAY RE-ENTER THE BUILDING UNTIL DIRECTED BY THE LEAD FIRE MARSHALL
EMERGENCY CONTAINMENT / IN EVACUATION PROCEDURE

i.e. Firearms or weapons attack/threat

It may become necessary to secure the school in which case a message will be sent to all rooms to stay in their room. Staff must close all windows. Any people outside must come into the building. Any external doors must be closed. **NO PUPIL IS ALLOWED TO LEAVE THE CLASSROOM UNTIL THE ALL CLEAR IS GIVEN AND YOU ARE DIRECTED BY FURTHER INSTRUCTION.**

EMERGENCY EVACUATION OF THE BUILDING

If it becomes necessary to evacuate the building, then the same procedure will apply as the fire drill. The fire alarm **may or may not** be sounded (**depending on the situation**) and pupils/staff need to assemble in the Playground or will directed where to go as the situation dictates.

**Stay Safe - RUN - HIDE- TELL**

Firearms and weapons attack

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

**Run**

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

**Hide**

- If you can’t RUN, HIDE.
- Find cover from gunfire.
- If you can see the attacker, they may be able to see you.
- Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal.
- Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls.
- Be aware of your exits.
- Try not to get trapped.
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“Share the light of Jesus by learning together and loving others. ”

- Be quiet, silence your phone.
- Lock / barricade yourself in.
- Move away from the door.

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

Armed Police Response
- Follow officers’ instructions.
- Remain calm.
- Can you move to a safer area?
- Avoid sudden movements that may be considered a threat.
- Keep your hands in view.

Officers may
- Point guns at you.
- Treat you firmly.
- Question you.
- Be unable to distinguish you from the attacker.
- Officers will evacuate you when it is safe to do so.

You must STAY SAFE
- What are your plans if there were an incident?
- What are the local plans? e.g. personal emergency evacuation plan.
APPENDIX 15

GUIDELINES IF A STUDENT GOES MISSING

While students are in school, we have a responsibility for duty of care to the pupils and act in loco-parentis by taking steps that are reasonable to ensure safety and well-being.

If a student goes missing out of school, the following steps should be taken:
o Gather other students together
o Allocate staff to search immediate area and alert local security.
If a student is missing for more than 10 minutes,
o Contact school to say which measures have been taken
o Ensure that there is good two way communication established with a range of phone lines
o The school office to notify the police.
If a student continues to be missing,
o Send other students accompanied by staff back to school (if possible), in bus, cabs asking school to send transport, and additional staff to help search.
o School alert parents after 30–45 minutes and keep them posted
o School alert local authority.
o Set up link headquarters at school so key roles can be identified and allocated.
Ensure all staff are aware of these procedures.
On outings, always take a school mobile phone leaving the number of the phone you have taken with the school office.
Ensure that the school has the numbers of any other phones you have on the trip and make sure these are ON.

If a student goes missing in school, the following steps should be taken:
o Let the main office / Head of School know immediately.
o One member of staff must go to the roadside to search
o One member of staff must circumnavigate the grounds
o One member of staff must search all rooms inside
o Let all these people know when the student has been found
o If the student remains missing, school should alert parents after 30 –45 minutes and keep them posted
Avoid any blame culture, celebrate the success of the mission when the pupil is found and learn from the investigation. Evaluate the situation afterwards in order to learn from the situation and to satisfy ourselves that the best possible was done.