Aspire Learning Trust

Critical Incident Policy & Management Plan 2020

Policy Reference: Critical Incident Policy & Management Plan

To be reviewed: Annually

Policy Owner: Local Governing Body (New Road Primary School and Nursery and Park Lane Primary School and Nursery)

CRITICAL INCIDENT PLAN

Condensed for website with removal of sensitive information

Other relevant documents attached:

- **Critical Incident Plan Summary**
- **Guidance for Major Incident Occurring on an Out of School Activity (Group Leader)**
- **Guidance for Major Incident Occurring on an Out of School Activity (Headteacher)**
- **Critical Incident Management Plan**

1 Introduction.

A critical incident can be defined as an incident, which overwhelms or overcomes the coping strategies and strengths of those involved. (Gibson 1999).

In Cambridgeshire schools, this has included:

- Arson attacks on schools;
- Pupil suicides;
- Major fire;
- Violent attack on a fellow pupil and a member of staff;
- Road traffic accidents involving fatalities within a school community.

It is important to have a structured and staged approach in response. This is a key factor in successfully supporting those involved in school readiness and emergency planning. (Yule and Gold, 1993).

The aim of the Critical Incident Plan (CIP) is that in the event of a crisis the staff has already been trained to deal with such a situation. The school's activities and scope have been risk assessed beforehand to identify potential crises and to impose controls. If the school is shut off from access, back up documents exist so that the school as a body can continue to function in some form. Pupil/ staff details and emergency contact details will be available. Members of staff are aware of their responsibilities during and after an emergency.

2 Potential Critical Incidents

There are two types of school critical incidents that may affect the school.

1. **<u>In school/ on site crises</u>.** These would include death through accident or illness, fire, flood or violence.

   In Whittlesey factors to be considered are:

   a) **Accidents** occurring in the playground. The hazards are injury through collision with structure or other pupils, structure failure, inappropriate use of play equipment. The controls in place include the use of playground supervisors who collate information on incidents and act as a deterrent, the safety checks of the play equipment, which are recorded. Children are encouraged to reflect on safe play and to report to the office any circumstances that may cause risk.

   b) **Illness such as Meningitis**. Guidelines are given in the Health and Safety Management in Schools how to deal with such a crises. The guidance includes guidelines on how to tell the children and contains proforma letters.

   c) **Violence**. The hazards are injury/ death to a pupil or member of staff/ public from a violent act by either a pupil, or an outsider to the school who is there either by invitation or an intruder. The school has a security lock on the front entrance. The rear doors to classes 1 and 2 can only be opened from the inside. The other doors to the outside are fire doors that are closed during lesson time. Playground supervisors or staff are always present when the children are outside. Procedures are followed where invited people to the school are regarded as possibly dangerous such as seeing people with more than one member of staff. There is also

the hazard of violence from staff or authorised helpers. The control in this case would be the use of staff/ helpers etc. who have been DBS checked so that people with previous relevant convictions will not be used.

d) **Fire.** The hazards are injury/ death to pupil(s) or member(s) of staff/ public. The controls in place to ensure that the risk remains low are: a comprehensive fire risk assessment; ongoing staff inspection; termly health and safety inspections, annual inspection of fire fighting equipment; weekly inspection/ test of the school's fire alarm system which is logged; emergency lighting systems tested half yearly by the school and annually by a maintenance engineer and recorded. Fire drills are carried out at termly intervals. All actions relating to fire safety are listed in the fire logbook, appended to the Fire and Risk Manual. In case of a major fire where the site has to be evacuated, arrangements are in place to hold the registration at the far end of the playing field and then to escort the children to the emergency off site building.

   Permission has been given to use Sir Harry Smith Community College, which is manned during school hours and has phone facilities.

e) **Bomb Scare/ Threat of Terrorism.** This can be considered unlikely however procedures are in place for evacuation to an offsite building. Registers are to be taken at the end of the school field prior to the children being escorted to Sir Harry Smith Community College or St Mary's and St Michael's Churches.

f) **Road Traffic Accidents.** The hazard relates to both cars on the road outside which becomes very congested. Cambridgeshire County Council has put limited traffic calming measures in place and a fence has been erected by the side of the road opposite the school pedestrian exit points. Parents are encouraged to report and incidents involving careless driving to the community police via 101. Where there are vehicle movements and pedestrians, particularly young children, there is always a high risk of injury.

2. **<u>Out of school/ off site crises</u>.** These would include death/ serious injury on a school trip or tragedies involving several schools such as the Hillsborough football disaster. The school undertakes several off site activities during the course of the school year. These include residential trips.

All activities undergo a risk assessment and full details of pupils and staff on the trip, including relevant medical details, are retained at the school for the duration of the visit.

The risk assessment should cover in detail all aspects of the trip from the pick up at the start of the trip to the point when the pupils are delivered back to their parents. It should include such matters as:

a) The coach company should be assessed by looking at the road worthiness of the vehicle; safety features such as seat belts; suitability

of the drivers i.e. how long will the journey take, will more than one driver be necessary to prevent fatigue? Has the driver had sufficient rest period prior to taking the children? Reputable coach companies will not mind answering such questions.

b) Are any stops necessary on the journey? Toilet breaks etc. What are the facilities like in terms of health and safety?

c) Accommodation. Is it secure? What arrangements are in place to ensure that no one can break into the premises? Is accommodation staff on the premises at all times? Have these been CRB checked if necessary?

d) Activities. These are risk assessed prior to the trip. All possible hazards on the trip must be assessed including travel to and from the main activity. For example, if children are going on a hike, will they come into conflict with road users or is the route all off road? If it is off road, is the route sufficiently marked or do the adults need to read maps and compasses? What if the weather turns inclement? What if a pupil becomes ill? Etc.

3 Critical Incident Management Team (CIMT)

Mr Rob Litten - Executive Headteacher
Justine Henderson - Trust Operations Director
Duncan Ramsey - Trust CEO

4 Critical Incident Room

In the event of a critical incident off site or where the school buildings are usable, the critical incident room has been identified as the Headteacher's office. This room has telephone and internet facilities.

5 Visitors During a Critical Incident

In general, visitors should be discouraged from entering the school grounds during a critical incident situation. This is particularly obvious if there is a risk to life such as fire, etc. It is also prudent if there has been other incidents due, for example, to violence in one part of the school or indeed if the incident happened outside the school. This is to prevent further strain on resources and to ensure that the visitors do not come into danger or pose a hazard by their presence.

In the event of an emergency either off site or on however, it must be considered that worried parents may turn up at the school requesting news. These should be seen briefly by the delegated senior and, if appropriate, be requested to leave with the promise that regular bulletins will be issued by the press officer. The lack of available space for them to wait and the fact that their presence will tie up a member of staff should be stressed. If it is not appropriate for the parent to leave or if the parent refuses then, if possible, either a classroom, which has been vacated due to the teacher being in the CIMT, or possibly the staff room or school, could be used as a waiting room. If possible the press officer may be able to update these parents regularly but in any case they will need supervision and be told that any unaccompanied walking around the school will result in removal from the premises.

The County Council press officer should brief members of the press. If the press officer is not yet on the scene, depending on circumstances, it may be prudent to advise that the school is dealing with an incident however all details are not clear and further information will be provided in due course.

6 Evacuation Procedures

Evacuation routes from each area are via the closest outside door Signs show the way to exit from corridors. If there is no alternative evacuation route due to, say fire, then all classrooms have access to the outside via windows.

Assembly is on the KS2 playground or, if the threat is larger, to the far end of the school field. Registers are taken electronically at the start of the school day and after lunch. A report is generated daily of all children who are absent which is kept at the school office along with a manual record of any children who have arrived and left school during the school day. The Office Manager would be responsible for bringing these out of the school to the assembly point. The Office Manager will also remove the school's CIP and grab pack if possible. Registers will be kept close to the CIP grab pack.

All visitors to the school have to sign in the visitor book. The member of staff who they have come to see should escort them to the assembly point. The office staff are also responsible for bringing out the visitor book so that all persons can be accounted for.

Following registration the children will be escorted to either Sir Harry Smith Community College or St Andrew's and St Mary's Churches.

The class teacher will be responsible briefing of the children and their continued support.

Regular briefings will be undertaken in order that all members are up to date.

Using school comm's, office staff will contact parents with a request to collect their children.

7 Post-Disaster Management – Recovery

The Headteacher is identified as having responsibility for ensuring continued support.

Likely continuing needs should be discussed with relevant professional staff.

Contact numbers for all support agencies are listed under Section 9.

8 Checklist for Responding to a Critical Incident – issues requiring immediate action

The checklists, issued by the County council, for guidance in the event of a critical incident

Action Point	Guidance Note	CIMT Action	Personnel Involved	Done	Who by	Time	Comment
1. Gather information	• What happened/where/when. • Call the emergency services if necessary. • How many involved; who are they? • Name and contact numbers of adults at location of incident. • Details and location of injured (severity, name of injured and supervising adult(s) names(s) / contact number). • Details and location of non-injured names, and supervising adult(s) name(s) /contact number. • Has anyone else been informed e.g. emergency services (what were they told?) • Ensure Education Officer for school and Chair of Governors are informed.						
2. Call a meeting of the Critical Incident Management Team (CIMT) for briefing	• Assign tasks and ensure each individual knows what is expected and logs their action on a central log of events record sheet. • Consider whether you may need to close the school. • Identify a member of CIMT as the person to co-ordinate information.						
3. Establish a base for CIMT to operate with dedicated phone use	• CIMT to agree a statement for all incoming calls, which can be managed by properly briefed staff or via informative answer phone messages where not all school lines can be operated personally (e.g. after school hours). • CIMT to brief personnel having direct links with public/media (factual brief statements only). (Discourage any speculative discussion; route all press enquiries to County Press Office in the case of a serious incident.). • Establish press release in conjunction with the County Council Press Office. • Ensure telephone line(s) or mobile phones for outgoing calls available. • Action the 'telephone cascade' for staff and governors [where appropriate] to keep information flow fast and accurate.						

4. Contact families whose relatives (children and adults) are or may be involved	• Should be done quickly and with great sensitivity, preferably by a CIMT member – but remember it is the responsibility of the police to notify next of kin in the event of a death. • Consistency of information is essential, therefore use agreed statement and most up-to-date information from your contact adult on the site. • Try not to leave messages or use extended chains of communication. • Establish a reception base for concerned relatives coming to the school. • Ensure people who can comfort and inform relatives staff this. • Maintain direct contact with this base.						
5. Prepare general information for all parents/staff/ governors.	• If you have concerns about issues of legal liability or the likelihood of police action, any further information should be drafted with the help of the appropriate Education Officer. S/he can check with relevant agencies before letters are issued to the wider school community. • Information should be simple, factual, express sympathy, concern, and should indicate when further information may be offered.						
6. Briefing school staff and governors.	• Ensure CIMT have a schedule to brief staff on a regular basis. • Ensure all staff (teaching and non-teaching) and governors are discouraged from speaking to the media. This responsibility should be referred to a named person in the team and/or the County Press Office.						
7. Briefing pupils	• Usually best managed in class or tutor groups by adults best known to the pupils. The agreed statement can then be delivered in a way that is age-appropriate to the group. • A large gathering can generate hysteria, which can become a management problem in itself.						
8. Briefing the media	• By contacting the County Press Office at the earliest opportunity colleagues can liaise swiftly to direct press interest away from the school and CIMT, who have enough to arrange initially. • The County Press Officer can act as the local agent for media enquiries and can enable you to continue to manage the internal situation. Keep the Press Officer well briefed at all times. • Even if you have good links with local media, it is advisable for any enquiries to be directed to the County Press Officer. • If you have training sessions for CIMT on a regular basis, you may wish to invite a member of the County Council Press Office.						

9 Checklist for Responding to a Critical Incident – Issues to be dealt with as soon as possible

Action Point	Guidance Note	CIMT Action	Personnel Involved	Done	Who by	Time	Comment

1. Ensure continuing support for needs of pupils, staff and relatives of those involved in the incident is planned.	• A member of CIMT is identified as having responsibility for ensuring continuing support.
	• Your Education Officer may have mobilised help from a variety of agencies able to offer support and counselling to those immediately affected:
	  ◦ Educational psychologists
	  ◦ Experienced counsellors
	  ◦ Social Services
	  ◦ Child protection staff
	• You need to discuss likely continuing needs with relevant professional staff. Local religious communities may be able to contribute or take a lead in providing a longer-term focus for support.
	• You may want to make a detailed plan of who can offer types of support and for how long this can be continued.						

2. Provide a focus for expressions of sympathy if appropriate.	• You may wish to place a table in the foyer or a vase of flowers, with a book for tributes/condolences. Sufficient space for items of remembrance may be helpful – the public and the school community may wish to place flowers or other tributes which can block fire exits or emergency service access points if not managed. • It may be more appropriate to negotiate a location away from school, i.e. church or public building.						
3. Further information Bulletin.	• In your statements to the press and letters to the wider school community, you should indicate when you expect to be able to give more information. Try to honour this even if the update is very limited. You will create tension or possibly aggravate recipients of your information if your timescales are not adhered to. • Clear your letters and statements with the County Press Officer and Police if necessary.						

10 Checklist for Responding to a Critical Incident – Supporting the people involved. Action extending over time

Action Point	Guidance Note	CIMT Action	Personnel Involved	Done	Who by	Time	Comment
1. Share information and advice about what has happened (this will apply immediately but will continue).	• All staff will need information about what has happened. • Staff should be advised about how to talk to and support children. • Information should be provided for staff on counselling available to pupils and to themselves. • Parents may need information and advice on supporting and getting help for their children.						
2. Acknowledge the consequences of the event on the school's community, their reactions and feelings.	• The incident may cause stress throughout the school. • Acknowledge openly that the incident may affect people (children and adults) emotionally in different ways and at different times. • Recognise that the behaviour, concentration and performance of children and adults may change. • Recognise that not all staff will feel able to support others. • Be aware of staff that is taking the brunt of supporting others, and ensure that they, too, receive support.						
3. Provide opportunities for pupils and staff to express personal reactions (immediate and continuing need).	• Pupils should be encouraged to talk about their feelings in class, smaller groups, or individually, with active listening. • Some pupils may show signs of needing support beyond the staff's competence or confidence. Extended counselling should be identified (with parental permission). • Staff closely affected by the event should have opportunities for debriefing and counselling if they require it. • Staff responsible for managing the critical incident should be offered supervision and relief. • Some adults and children may need therapeutic help for an extended period after the event.						

4. Consider the overall response of the school.	• The CIMT may need to consider: • Attendance at a funeral. (It will not normally be appropriate to close the school – check with Chair of Governors and Education Officer.) • Visit(s) of staff/children to hospital. • Expressions of sympathy to families affected. • An assembly or service to mark the event. • A memorial in the school or school grounds. It is advisable to consider this carefully and ensure full consultation with all parties.						
5. Re-establishing normal routines.	• Normal routines should be established as soon as possible as these provide security and stability at a time of stress and/or emotional upheaval. • Bear in mind the need to create time and space for thinking and grieving about the event. • Pupils should be encouraged to resume normal attendance. • Children who cannot attend school due to injury or distress may need other ways of maintaining the contact with the school and school personnel. • Consider how/when personal effects of deceased pupils should be removed.						

11 The Role of Support Services:

11.1 The Education Officer

The relevant Education Officer will in most instances be the first point of contact for the school. An emergency contact card containing senior Officers' home telephone numbers is available in school. These numbers are confidential and should be used only in an emergency.

The Education Officer, in conjunction with the school, will determine whether an incident is critical. The Education Officer for the school will act as a key contact between the school and internal and external support agencies, mobilising and co-ordinating resources as required. Specific support services involved may include:

Educational Psychology Service
Education Welfare Service
PSHE Service
Primary/Secondary Support Service
Press and Public Relations
Social Services
Civil Protection Unit

The Education Officer provides a key-supporting role to a school dealing with a critical incident.

11.2 The Education Psychology Service

Schools facing a critical incident will invariably find themselves inundated by external agencies offering support and advice in the immediate aftermath of an incident. The school community, e.g. teachers, governors, parents and children will, on some occasions, quite naturally request that they be allowed to mobilise and organise their own support networks.

However, there are also some circumstances where schools will require extra support in dealing with a critical incident. The Educational Psychology Service (EPS) can provide specific information, moral support, advice and a trusted sounding board at this most difficult of times. For example:

- They can provide specialist support to assist staff and children through the planned response to a critical incident.
- Psychologists could work with staff groups to plan responses with affected groups of children.
- Information and resources could be provided about possible reactions to traumatic events.
- Referrals for specialist counselling services could be provided.
- Critical incident stress debriefing techniques could be explored with staff and children.

All types of support are initially negotiated between staff and the educational psychologist concerned. In some cases this will be the school educational psychologist, in other instances other educational psychologists may offer support with specialist interests in this type of supportive work.

11.3 Education Welfare Service

Following a critical incident some children may be apprehensive or reluctant about attending school. School staff will obviously be sensitive to this and will endeavour to reassure and support children. It may, however, be necessary in some instances to involve the Education Welfare Service. Each school has an allocated Education Welfare Officer who will be able to offer help and advice. Individual cases may be referred to the Education Welfare Officer who will be able to undertake home visits and to involve other services or agencies as necessary.

Contacts for further information**:**

Education Welfare Service
Locality Manager
Broad Leas Centre
Broad Leas
St. Ives
Cambs
PE27 5QB

11.4 Personal, Social and Health Education Service

The Personal, Social and Health Education Service provides the framework for a number of key initiatives and services relating to the personal development of young people in school, community and youth service settings.

This includes support for schools in delivering the PSHE and Citizenship curriculum in primary, special and secondary schools, leadership in drug education and important partnership projects, including the Cambridgeshire and Peterborough Health Promoting Schools Initiative.

An important component of their work is helping schools prepare for when critical incidents may arise. This can happen, for example, through advising on appropriate policies, working within the curriculum, and involving parents, carers and the community. This work includes guidance on managing drug-related incidents through an ICT CD Rom resource and important areas such as addressing issues of loss and bereavement with children of different ages. Many schools, as part of the development work towards becoming a Health Promoting School, choose to address these issues.

They also stand ready to advise and support schools in the context of an incident, particularly in terms of appropriate responses with the whole school community – for example, how staff may choose to talk to and with children after the death of a pupil or adult. They can also advise on or confirm appropriate steps to be taken in the event of incidents such as pupils being found in possession or under the influence of illegal drugs. This would include outlining the options for schools and also directing them towards other specialist sources of advice and support.

The Personal, Social and Health Education Service has produced bereavement guidance (Managing Bereavement in Cambridgeshire Schools) a copy of which can be found in all schools.

11.5 Cambridgeshire Access and Inclusion Service

The Primary Support Service would work in close liaison with other services involved, in particular the Educational Psychology Service and Child and Adolescent Mental Health Services (CAMHS) in order to negotiate a level of support with which the schools would feel both comfortable and appropriate.

A significant number of the Specialist Social Emotional Behaviour Support teachers within the Service are fully trained counsellors and so they can provide counselling at an individual pupil/student level or in small groups. It is always necessary to obtain parent/carer permission before counselling commences but counsellors are always willing to help schools approach this topic with parents and carers. The duration of the counselling period will be determined on the basis of individual needs.

11.6 Press And Public Relations

IN THE EVENT OF AN EMERGENCY OR CRITICAL INCIDENT, ALWAYS INFORM THE COUNTY PRESS OFFICER

Briefing the media

Hopefully you will have already been working effectively with your local paper and possibly Radio Cambridgeshire to publicise *good news* events. A positive relationship will be helpful in the event of bad news since your contacts will know that you will share information when you have it and be direct in the messages you need to get across. Your immediate call to your Education Officer at the outset of the critical incident will enable the LA to mobilise the Press Office on your behalf. Your Education Officer may be able to handle much of the press interest to leave you free to manage the situation; however, there may be occasions where a radio or TV interview may be required.

Key Points

Agree all press statements with the County Press Office.

Ensure that all information to the media comes through a single reliable source, keeping the Press Office briefed at all times.
Demonstrate control and reassure in a factual way that everything is being done to control the situation and minimise its consequences.
Set minds at rest where possible and counter dangerous rumours. In an interview, present as caring, responsible and competent.
Provide as much information as reasonable; better the truth is published than rumour/gossip from a third party, but always stick to providing confirmed facts rather than offering observations and opinions.

Agree timing of press releases to avoid continuous pressure. In certain situations it may be helpful to set up a dedicated media response room.

11.7 The Civil Protection Unit

In serious emergencies, especially those relating to extreme weather or serious accidents/incidents, the Civil Protection Unit is able to mobilise a range of resources both from within the County Council and from other organisations. The Unit works closely with

the emergency services, district councils, the voluntary sector, Military and Health.

The Unit has access to a communication Centre / Incident Control Room with a range of useful databases and facilities.

Where an incident requires the public to be evacuated from an area the Unit may well request the use of school premises to provide a Rest Centre. Separate advice is available on the use of schools as rest centres.

11.8 Social Services

Children's Social Services are able to support families in crisis by working in partnership with parents and liaising with other involved and relevant services. An important component of social work is a holistic approach that considers the needs of a child and his/her family within the community. Social workers aim to involve young people and children fully in decisions that affect them. Social workers have particular experience in managing risk and responding to crisis. Children's Social Services are delivered through local area teams and schools are encouraged to develop good links with their area team in the normal cause of events.

12 Managing Critical Incidents Time Plan – use with checklists in sections 9–11

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

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

Facilitate support for high-risk pupils.	**Next few days, could go on longer**
Funerals, rituals and memorials.	**Next few days**
Decide/agree a range of response and support measures. These have potential to run for many weeks/months.	**As soon as possible**
Suggested reading and other resources.	**As soon as possible**
Review and revise plans in light of experience.	**As soon as possible**

APPENDIX 1: Critical Incident Log

Incident ……..
Date ……. Page no……

Time	Details of Incident	Action Taken	By Whom

Appendix 2 Business Continuity Plan
Roles and responsibilities - business continuity

Please refer to appendix 1 below for more information on business continuity arrangements.

Ref'	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications.	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref'	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	

Ref'	Business continuity - recovery	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual	

	school routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

13 APPENDIX 1 - BUSINESS CONTINUITY

Important paper-based records should be kept in a secure location (e.g. a fire-proof safe). During an emergency do not attempt to recover any records or equipment unless safe to do so.

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework			
Examination papers			
Asset registers / equipment inventories			
Insurance documentation			

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework			
Contact details			
Financial information			
Medical information			

Remote learning	Notes / instructions

Website / extranet	
Email	
Post	

14 APPENDIX 2 - SCHOOL CLOSURE

Ref'	Generic actions - initial response	Tick / sign / time
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: ▪ Partially opening the school to some pupils ▪ Asking a buddy school for assistance ▪ Purchasing infection control supplies (in the event of a public health incident).	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform: ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ Local radio stations ▪ The local authority.	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

If the school is likely to be closed for a significant period of time, consider the actions below.

Ref'	Generic actions - ongoing response	Tick / sign / time
SC8	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
SC9	Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.	

SC10	Ensure the security of the school premises.	
SC11	Put in place arrangements for remote learning (please see appendix 1).	