



SEXEY'S SCHOOL

Critical Incidents Plan 2024

Date of Policy	April 2024
Review Date	April 2025
SLT Link	Headteacher
Governing Body Link	Chair of Governors

We believe that all children and young people should have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity. We are committed to anti-discriminatory practice and recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face, especially around communication.

Signature... 

.....Date: 19/04/2024

Headteacher



SEXEY'S

SCHOOL

SCHOOL ETHOS AND VALUES

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect

These core values underpin our policies, procedures and the way we treat one another in our community.

Objectives

To prepare Governors, academic and administrative staff to deal with situations that may turn into a major incident for the School.

The plan must be rehearsed regularly.

Priorities

- To minimise or eliminate any danger or risks to individuals
- To ensure that the School acts in a lawful manner
- To facilitate effective recovery
- To take reasonable steps to minimise any adverse publicity and to ensure all external enquiries are handled consistently by nominated personnel.

Incidents covered

- Site disasters

- Off-site disasters
- Off-site hazards
- Death/serious injury of pupils or staff
- Violence to staff or pupils
- Hostage taking
- Intruder access
- Strike action
- Bomb threat
- Infectious health hazard
- Vandalism/arson
- Adverse media attention
- Member of staff arrested for sexual assault on a pupil(s)
- Serious SMT misdemeanours
- Minor on-site emergencies

Decision making responsibilities

- The Headteacher, on advice from the Estates Manager, should activate the Plan. If the Headteacher is absent then the responsibility will fall to the Assistant Head, Pastoral and then to the Estates Manager. One of these three senior managers should be contactable at all times.
- The Chairman of the Board of Governors should be informed as soon as possible and should nominate a spokesperson for the Board.

Statutory reporting requirements

- In line with Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) and Health & Safety at Work (HSAW).
- Section 39(1)(a) of the Children and Young Persons Act 1933
- Sexual Offences Amendment Act

Training requirements

The Plan should be rehearsed once every two Academic Years after appropriate training of any new staff that will be involved; a table top discussion will suffice but a 'live' exercise should be planned at least once every five years. Any 'real' incidents in a year will count as a rehearsal.

Administration

Plan update. The Plan was initiated in July 2015 and will be practiced every two years and reviewed annually in July/August. The Plan is the responsibility of the Estates Manager.

The Plan is stored electronically on Staff Resources and backed up daily; any back-up tape will retrieve the document. It is also saved on the Marketing Department's One Drive (Cloud) and a copy is held by each member of the leadership team

Location of the Incident Management Team (IMT) room

- i. **On-site.** Within the Admin suite of offices. See Annex A for layout and organisation of the cell.
- ii. **Off-site.** Kings (Board Room)
- iii. **Distribution of the Plan.** Copies of the Plan are kept as follows:

Action Copies	1-10	Low cupboard, BM's office
Expedition Copies	11-12	Low cupboard, BM's office
Insurance Copy	13	AON Insurance
Chairman Miller	14	Mrs Janet Wilson / Mrs E
Off-site Copy	15	DoB Residence and All SLT members to retain copy in work bag

Incident Management Team (IMT) membership

a. Incident Management Team (Working Hours and Out of Hours)

Team Leader/Co-ordinator	The Headteacher/ Estates Manager
Spokesperson	Headteacher/Governor/BM
Welfare Representative	Phil Clackson, Assistant Head, Pastoral
Parent Liaison	Assistant Head, Curriculum & Standards
Media Liaison	Sarah Simms, PR & Communications Manager
Works, Security, Safety Rep	Nigel Blake, Estates Manager
Legal, Insurance, Finance Rep	Wendy Hervin, Finance Manager
Incident Secretary	Lisa Pitman, Head's PA

b. Support staff

House Reps Boarding	House Parents
Medical Rep	Health Centre Duty Nurse
Liaison/Escorts	As available, at least 4. Sourced by Nigel Blake
Media Response Team (remote advice on non-working days)	Sarah Simms, PR & Communications Manager
Phil Clackson,	Assistant Head (Pastoral)

Relatives Enquiries Team Alison Goodman

Liz McComish

Wendy Hervin

Sam Brownlow

2. Incident Management Team (IMT) Responsibilities and Actions (check box once complete)

- i. Team Leader/Co-ordinator
 - Command and manage the IMT
 - Brief IMT on a regular basis
 - Inform and brief the Chairman of Governors on the incident
 - Responsible for initialising lock down procedure (if required)
 - Responsible for deciding whether or not staff/students should be sent home
- ii. Spokesperson
 - Prepare initial holding statement and later press releases (in conjunction with emergency services)
 - Provide primary contact with media
 - Arrange press conferences
 - Liaison with SCC Corporate Communications, Somerset Direct
- iii. Welfare Representative
 - Maintain an overview of movements of staff, visitors and students away from or around school/evacuation points. Ensure all are safe and accounted for
 - Arrange for warm, dry shelter for everyone in short term
 - Deal with immediate welfare matters: distress, injuries, domestic responsibilities, etc.
 - Liaise with DFE/ LADO (Local Authority Designated Officer)
 - Co-ordinate the sending home of students and immediate care of those whose parents cannot be readily notified
 - Liaise with school matron, hospitals, ambulance service, catering staff
 - Arrange counselling for staff and students (if required)
- iv. Parent Liaison
 - Liaise with and brief the school Relatives Enquiry Team and Houses
 - Provide liaison between Houses and IMT
 - Locate personnel records of affected students
 - Provide briefing to Houses on decisions taken by IMT
 - Brief staff on the incident
- v. Media Liaison
 - Control Media Response Team
 - Provide basic facts on school

- Monitor local radio broadcasts and press
- Provide advice to staff and students on dealing with the media
- vi. Works, Security, Safety Rep
 - Liaise with contractors
 - Ensure that the school buildings and grounds are secure
 - Ensure safety of staff and students in school grounds
 - Liaise with GPs, environmental health on medical issues (such as decontamination of kitchens etc)
 - Ensure that all visitors to school are met and escorted
- vii. Legal, Insurance, Finance Rep
 - Liaise with school insurers, accountants, bank and solicitors (and request their attendance at IMT, if necessary)
 - Preserve evidence and prepare for later inquiries
 - Take legal record of proceedings (interview witnesses, take photographs, written inventory of damage etc)
 - Organise replacement equipment, and secure storage of salvage
 - Account for costs
 - Check all press releases, prior to release
 - Liaise with local authorities and relevant regulatory authorities
- viii. Incident Secretary
 - Maintain a record of communications made and actions and decisions taken by IMT

3. Initial actions in the event of an incident

3.1 Initial alert procedure

During working hours

Unless the emergency is an obvious physical incident on the school site, or on a school trip supervised by a staff member, the initial alert may well be in the form of a (press) enquiry to the main school number. A quick decision on whether a lockdown procedure is required should be made.

Out of working hours

Will usually be by means of a telephone call to any school number or to the HM's, Director of Boarding, or Deputy HT's houses or mobiles.

3.2 Initial information requirements

- Nature of the incident
- Exact location and time of the incident
- Number of casualties and details of injuries etc
- Names and home numbers/mobiles of those involved
- Emergency services involved
- Actions taken so far – lockdown required?

- Location and telephone number of where the call is being made from
- Any media response
- Name of person who took the initial call, and time the initial information was received

4. IMT meeting agenda

4.1 Situation

- What happened, when, where, why (if known)
- Details of actions presently being taken, including other parties involved
- Numbers of, name, injuries, present location of all casualties, and details of those not accounted for
- Total number of persons involved and total known to be safe and their present location. (Record all names of personnel involved, including witnesses and obtain contact numbers before sending them home)
- Details of any visitors or contractors involved
- Estimate of immediate effect on the school
- Estimate of obvious weaknesses in the response
- Details of additional support immediately required
- Dedicated numbers for communications including fax, mobiles and e-mails
- Deployment of additional resources to the scene with communication links

4.2 IMT details

- Composition of the IMT
- Location of the IMT
- Responsibility of recording details of the incident
- Reminder of roles

4.3 Liaison requirements

Contact arrangements are required for the following:

- Scene of incident
- Emergency services
- Parents
- Governors
- Media
- Regulatory authorities
- Hospitals
- Neighbouring premises
- Suppliers/contractors who also may be affected
- Associated schools

4.4 Pupils, parents and staff

- Locate personnel records
- Flow of approved information to all including relatives
- Accounting for persons who are missing and injured, requesting police assistance to inform Next-of-Kin (NOK).
- Informing parents of persons who are safe and collection actions
- Reception, welfare and rehabilitation requirements
- 'Business as usual' – catering staff
- Advice regarding enquiries from the media
- Advice regarding giving evidence

5. Media issues

Media statements. Decision on the content of an immediate statement for release to public and media.

6. Other issues:

- Appoint spokesperson and support staff
- Formulate statements in co-operation with other parties involved e.g. Emergency services
- Monitoring of press and media broadcasts
- Advice to staff, pupils and dependants regarding the handling of media enquiries
- Hosting and escort arrangements for visiting media
- Briefing of other sites to whom enquiries may be directed
- Rehearsal of spokesperson
- Audio recording of interviews, press conferences, etc

6.1 School communications

- Reception team to be briefed on what calls to go where
- Enquiry lines, parents/relatives, media, others and manning requirements
- Operational lines with no public access – where are these?
- Fax machine with telephone attached
- Mobile communications for liaison personnel
- Tape recordings
- Redirection of mail

6.2 Financial issues

- Accounting for costs of incident including recovery considerations, nominate an accounting code
- Funding of victims and their dependants' immediate requirements
- Sources of additional funds
- Appeal

6.3 Insurance issues

- Inform insurers and comply with conditions
- Third party insurers
- Assessor to the scene
- Photographic evidence and written inventory of damage
- Secure storage of salvage/replacement equipment
- Disposal of waste

6.4 Legal issues

- Beware admission of liability, allocation of blame
- Obtain copies of any contracts/trading conditions that may be relevant
- Inquiry considerations
- Preservation of evidence
- Legal record of proceedings
- Interviewing of witnesses
- Statutory reporting requirements under HSAW or other regulations
- Contact third party legal advisers including dependents who may be affected

6.5 Medical issues

- Independent advice
- Liaison with hospital, GPs, Environmental Health Officers
- Decontamination (kitchens etc)

6.5 Administration

- Security of site, meeting rooms, records, salvage and replacement materials (high vulnerability to theft after replacements are made)
- Emergency power and lighting
- Making place safe or cordon off unsafe areas
- Controlled re-occupation
- Alternative accommodation and facilities
- Catering
- Transportation
- Overnight manning
- Off-site storage of records and plans

7. Recovery

At an early stage, appoint a separate team to look at recovery arrangements, which will include many of the items listed above including:

- Clean up/disposal of waste (consider evidential requirements)
- Inventory damage
- Prioritise the clean up/recovery
- Welfare and counselling arrangements (including anniversaries)
- Funding of victims' or dependants' immediate requirements

- Attendance at funerals, purchase of wreaths

8. Equipment and records

Facilities required at the IMT meeting room and alternative location, including databases, alternate communications, local and site maps with key locations and telephone numbers are kept in the Staff Resources area/SIMS.

9. Parental/relative response guidelines

Guidelines on the handling of calls from parents, relatives and friends of pupils at the school are at Annex D.

10. Specific incident checklists

See separate enclosures in Annex E.

11. Lock Down Procedure

See Annex C

12, Key contact telephone numbers

See Annex B.

13. Review and monitoring

This policy will be reviewed annually by the Business Manager

ANNEX A

LAYOUT AND ORGANISATION OF IMT

CHECK LISTS – Main event

- | | |
|---|-----------------------------|
| • IMT | HM's office |
| • Media Response Unit | HR (AC's) office (2 phones) |
| • Parent Response Unit | Meeting Room (reception) |
| • Press Briefing | Staff Room / Main Hall |
| • Authorities/Emergency Services | SEN/Learning Support room |
| • Telephone Answering | Reception |
| • Ex-directory line | Business Manager's room |
| • House direct lines | Redirected to Reception |
| • TV, video and spare tapes/CD Recorder | Business Manager's room |
| • Radio with double cassette and tapes | Business Manager's room |
| • Log Books, notepads, etc | Business Manager's room |
| • Telephone directories | Business Manager's room |
| • Map board and relevant maps | Business Manager's room |

- Clocks in all rooms
 - Flip charts x 3
 - Computer allocation, fax and photocopier
 - Mobile phones and chargers: WIFI/3G considerations
 - Video camera, camera and films
- HM's office/SEN/HR
Reception
Available in Reception (x3)
Business Manager's room
- If unavailable, use mobiles
- Transport
 - Telephone recorder
- Estates Manager
Business Manager/mobiles

CHECK LISTS – Local Map (Business Manager's office)

- External contact telephone numbers incl service suppliers
- Location of utility services cut-off valves and junction boxes
- Hazardous material stores
- Entrances and exits including parking areas
- Location of hydrants and risers
- Fire equipment points
- Fire assembly points plus alternatives
- Underground pipes and drainage
- External telephone points and call boxes

Materials included:

Layout of IMT offices

Log Sheet template

Emergency Plan question sheet

Critical incident action plan

**EMERGENCY PLAN:
Layout of Administration Offices after activation**

STAFF ROOM:
Press Briefing (if required)
Alternatively use the Hall if there will be cameras (be wary of confidential info on walls)

HM office: IMT
Requires: PC and telephone
Is base for IMT secretary

Learning Support office:
Authorities/
Emergency Services

Other Locations:
Health Centre
Kings (Board Room)

Mtg Room (reception)
Parent Response Unit
Requires 4 x PCs, 3 x mobile phones

HR office:
Media Response Unit
PC, landline and mobile phone

Business Manager office:
Ex-directory line, maps, additional materials

Reception
Telephone answering
Use additional phones for Parent Response as required

EMERGENCY PLAN – LOG SHEET

Your Name: _____ Date: _____ Sheet Number: _____

Serial	Time	Event	Action Taken	Initial

**EMERGENCY PLAN
QUESTION SHEET**

From: _____

Date: _____

Time: _____

QUESTION

-

ANSWER

-

NAME _____

TIME _____

**CONTACT DETAILS
SEXEY'S SCHOOL, BRUTON TELEPHONE NUMBERS**

Name	Title/Role in Crisis	Mobile Number
Helen Cullen	Headteacher	07955 856587
Helen Rogerson	Business Manager	07801 320712
Matt Kiely	Director of Boarding	07970 976988
Dan Glover	Assistant Head (T&L)	07725 985811
Phil Clackson	Assistant Head (Pastoral)	07704 334992
Nigel Blake	Estates Manager	07711 082499
Rosemary Light	Senior Nursing Sister	07738 883457 / 07708 578960
Sarah Simms	PR & Communicatiosn Mgr	07759 436036
Sarah Stallion	Headteacher's PA and Comms	07926 097059
Dave Hill	Systems manager	07595 202188
Sam Brownlow	Reception support	07814 563626
Lizzie Stolworthy	Admissions Officer	07976 223384
Adela Crichton	HR Manager	07515 406000
Alison Goodman	Reception support	07552 633830
Wendy Hervin	Reception support	07967 685718
Liz McCormish	Reception support	07816 474867

RELATIVE ENQUIRIES GUIDELINES

The Aims of the Relative Enquiry Team

- To draw calls away from other locations
- To give assurance to callers
- To ensure that external callers are dealt with in a professional and caring manner
- To control the release of factual and approved information. The school must speak with one voice and be seen to do so.
- To gather information from relatives
- To provide welfare assistance if required

General Guidelines in Replying to Phone Calls

Be considerate and caring:

- Be calm and controlled
- Be prepared to listen to concern and do not interrupt
- Ensure that your tone of voice is comforting not patronising
- Treat them as individual, important people

Do not offer to call people back. Ask them to ring you in an hour, explain that you are very busy and that there are a number of relatives who will be waiting to call the team. **HOWEVER – IF YOU PROMISE TO RING THEM BACK, KEEP YOUR PROMISE.**

- Avoid direct expressions of sympathy
- Avoid attempts at reassurance (if you don't have confirmed information)
- Be patient and methodical
- Reassure them that the school and the emergency services are doing all they can to respond to the emergency
- Keep a record of all calls, and what was said on the calls
- Ask them to stay on the number that they give, or suggest that they move to a friend of relative's house for support (if they do, ask them to call in and let you know the new telephone number)

DO's and DON'Ts for the Relative Enquiry Team

DO's

- Only give approved confirmed information
- If in any doubt about any caller or your response, consult the Team Leader
- Always try to be helpful
- Be considerate
- Keep calm
- Give your name if asked
- Assume that everything you say will become public knowledge
- Defend the School at all times
- Ensure calls are returned if you have promised to do so
- Take a break if you are feeling over-stressed
- Refer the calls from the media to the Media Team

DON'Ts

- Do not lose your temper
- Do not speculate
- Do not give out unofficial information
- Do not promise to ring back unless you absolutely have to
- Do not withhold any publicly available information

ACTIONS IN THE EVENT OF AN EMERGENCY ON A SCHOOL TRIP

Guidance on Emergency Procedures

A copy of the following guidelines must be taken by all party leaders and their deputies, in conjunction with the media crisis policy for school trips.

- Establish nature and extent of the emergency
- Make sure that all other members of the party are accounted for and safe
- If there are injuries, establish their extent and administer first aid (if you have been trained or feel capable – but be aware of consequences that might follow were you to give incorrect treatment)
- • Establish names of the injured and call relevant emergency services
- • Advise other party staff of the incident and that emergency procedures are in operation
- • Ensure that an adult from the party accompanies casualties to hospital or if on your own you go with the injured student(s); the Emergency Services will look after the rest of the party until another member of staff arrives
- • Ensure that the remainder of the party are adequately supervised throughout and arrange for their early return to base
- • Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all children are accounted for
- • Control access to telephones/social media until contact is made with the Head Master, Deputy Headteacher or Business Manager and until they have had time to contact relatives of those involved. Pass full details of the incident (name, nature, date and time of incident, location, details of injuries, names and telephone numbers of those involved, action taken so far)
- • Establish telephone numbers for future communications (identify alternate numbers in case of jammed or busy lines)
- • The school will arrange to contact the parents of those involved. In serious incidents the parents of all party members should be informed.
- • Media:
 - A designated person should act as the point of contact with the media to whom all involved should direct questions. Questions posed by media on site should be directed to the Director of Communications/Business Manager at school in the first instance.
 - Under no circumstances should the name of any casualty be divulged to the media.
- • The party leader should write down all relevant details as soon as is practical. A record should be made of any witnesses. Any associated equipment should be kept in its original condition.
- • Legal liability should not be discussed or admitted.
- • All accident forms should be completed and insurers and HSE or Local Authority inspectors should be contacted (this will be handled back at school base).
- • School will inform parents of any delays that will be necessitated.



SEXEY'S

SCHOOL

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EMERGENCY MEDIA RESPONSE PACK

Media Contact:

Linnet Parsons
Director of Marketing and Relationships
Tel (Work): 01749 814115
Mobile: 07880 771340

SEXEY'S SCHOOL
COLE ROAD
BRUTON
SOMERSET
BA10 0DF

A CofE co-educational state boarding and day school for 11-18 year olds

Headteacher: Mrs helen Cullen

Chair of Governors: Rev'd Jonathan Evans

Plan approved by:

Planning:

- | | |
|--|------------------------|
| 1) The media strategy will be set by: | IMT |
| 2) Statements will be authorised by: | Heateacher/Governors |
| 3) The spokesperson will be: | |
| i. School | Headteacher |
| ii. Governors | Rev'd J Evans |
| 4) The Deputy Spokesperson will be: | Head Teacher |
| 5) The Media Response Team (MRT) will be in: | Head Teachers Office |
| 6) Interviews will be held in: | Library |
| 7) Press Conferences will be held in: | Staff Room / Main Hall |

WHEN THE INCIDENT HAPPENS: STRATEGY

- 1) Do the media already know about the incident? YES/NO
- 2) Has the school been connected with the incident? YES/NO
- 3) Is the school likely to be connected with the incident? YES/NO
 - *If the answer to any of these questions is no, then we may decide to keep quiet about it. If so, we need to prepare a short statement in case of future enquiries.*
 - *Centralise all media enquiries and make sure that only one or two people reply to them.*
 - *Prepare background material to reply to difficult questions and be sure to cover the areas where we may be criticised.*
- 4) If the media know about the incident and have connected it with us, are we likely to be shown in a bad light?
 - *If the answer is YES, then prepare a short statement immediately and use it to reply to any questions. Distribute it to media that has already covered the story.*
 - *Centralise all media enquiries and make sure that only one or two people reply to them.*
 - *Prepare background material to reply to difficult questions and be sure to cover the areas where we may be criticised.*
- 5) The media know about the incident and about our involvement. Is the whole school unlikely to be criticised and do we emerge from the incident well in the circumstances?
 - *If the answer is YES, prepare a short initial statement. It should tactfully and with restraint say what the school has done well (e.g. 'The intruder was restrained by the Estates Manager and the police were called immediately').*
 - *Should this statement be release proactively? Most likely it should to publications that have already covered the news.*
 - *Can we still be criticised? (E.g. Why was only the Estates Manager available to undertake the restraint?) Prepare a confidential Q&A in case of enquiries.*
- 6) Agree three or four positive points.
 - *Our good record so far*
 - *The care we have taken to try to prevent incidents like this from occurring*
 - *The speed and quality of our response to the incident*
 - *The care that we are offering to children and parents (e.g. counselling)*
 - *Future care that this will not occur again*

BRIEF EVERYONE ON THE POSITIVE POINTS. MAKE THE POSITIVE POINTS WHENEVER POSSIBLE. SPEAKING TO THE MEDIA IS LARGELY A MATTER OF REPETITION. THERE IS NO GUARANTEE THAT THE MEDIA WILL REPORT WHAT WE SAY: **SO LET'S MAKE SURE WE SAY IT OFTEN ENOUGH, CONSISTENTLY.**

- 7) What are we going to do about students and parents who may speak to media?

- We have no right to ‘gag’ students or members of staff; any attempt to do so may be counter-productive. It is better to shelter them from the media attention, at least for the first few hours of the incident when they may be shocked and distressed. The Police and health services may help with this. We can offer to let them stay on at school to keep them away from media intrusion, prevent internet and phone use, and enforce monitoring of the school in case of media on site.
- The media may track down and hound individuals. If so, a dignified appeal to the editors may help. Or we may be able to arrange protections e.g. by asking the Police for help or by sheltering the individuals on the school premises until the media go away. We can only do this if the individual asks us for help otherwise we may look as if we have something to hide. It may be worth persuading the individuals involved at this stage to make a short statement in writing that can be distributed via the school.
- Some parents or students may be interviewed in a state of shock shortly after the incident has occurred. They may say anything in such a condition. There is little that we can do about this, except possibly imply **“whilst we fully understand and even to some extent share their sense of anger and grief, they may take a different view when they have heard the full story.”**
- Some parents may set out to be critical of us. There is nothing that can be done about this except prepare our answer and take every opportunity to make it – either directly to the parents involved, or to media. Try at all times to be sympathetic and understanding.

(N.B. Many people think that they can make a lot of money by selling their story to the newspapers. This has the advantage of taking the other media off our back as they will not want to build interest in a rival’s story. However, there are two disadvantages:

- i) You do not get paid as much as you might think
- ii) The buying newspaper wants value for its cash – i.e. a sensational story – and there is no control over what they print. Often it is not what might have been said to them.

If parents do sell stories in this way, we should take specialist advice.

There may be a lot of sympathy for Sexey’s if the public view is that the incident was not our fault and we can show that we took reasonable steps to prevent it. In some cases an incident may even be a PR advantage to us, if we can demonstrate that we have taken sensible precautions and reacted quickly. We should take every opportunity in such cases discreetly to point out the advantages of the school. However, the tone we adopt is critical. We can rapidly lose sympathy by seeming arrogant or uncaring or elitist.

Spokespersons must make sure that what is said is backed up by facts, respects the feelings of others, and does not seem to dismiss the gravity of the situation.

WHEN THE INCIDENT HAPPENS: INITIAL STATEMENT

- 1) Express regret (“*I regret to confirm that...*”)
- 2) **Briefly** describe the incident (“*two students from Sexey’s School were injured today in a climbing incident in Wales*”)
N.B. Do not imply cause or blame. Use neutral words like ‘incident’ or ‘accident’ wherever possible.
- 3) Include whatever good news we can, providing we are certain that it is accurate. (“*The remaining 14 students in the party were unhurt and are being looked after by school staff on site.*”)
- 4) Say what the school is doing (“*We are notifying the parents of the children concerned. Two additional members of staff are en route to Wales to be with the group.*”)
- 5) Clarify whether the parents have been notified. At this stage we may wish to appeal to the media, if they have the names, not to publish them until the parents have been informed. This may work but we have no guarantee that it will. It is best reserved for special cases – e.g. if we can’t contact a parent because they are on holiday, but expect to do so within a few hours.

- 6) Say why we can't say more at the moment (*"Until we have more information ourselves, I cannot tell you any more. Thank you for bearing with us at this difficult time, as we are busy making arrangements for the students."*)
- 7) Tell the media where they can reach us. Provide names and telephone numbers. Report back as often as is possible with approved, factual information.

WHEN THE INCIDENT HAPPENS: PREPARED ANSWERS TO DIFFICULT QUESTIONS

These answers cannot be prepared fully in advance and should be completed/tailored once the details are known and issued to the MRT and spokesperson(s):

- 1) What is the school policy on security?
 - What measures do we have in place?
 - Have we taken policy/professional advice?
 - When did we last assess our security measures?
 - Have we ever had a security incident before?
 - Are parents aware of our policy and do they agree with it?
- 2) What is the school policy on safety?
 - What measures do we have in place?
 - Have we ever taken professional advice?
 - When did we last assess our safety measures?
 - Have we ever had a safety-related incident before?
 - Are parents aware of our policy and do they agree with it?
- 3) What is the school policy on drugs?
 - What do we do to prevent drug abuse at Sexey's?
 - Have we had any examples of drug abuse (and what did we do)?
 - Do we keep in touch with the Police (How often, what level)?
 - Are parents aware of our policy and do they agree with it?
- 4) What is the school policy on bullying/violence?
 - What do we do about bullying/violence?
 - Have we had any recent cases? What action did we take?
 - Do we keep in touch with the Police (How often, what level)?
 - Are parents aware of our policy and do they agree with it?
- 5) What is the school policy on adventure training/outdoor activities?
 - How often do we undertake this kind of activity and where?
 - What national guidelines do we follow?
 - What steps do we take to check out the activity provider?
 - What training do accompanying staff have?
 - Have we ever had problems like this before?
 - Are parents aware of our policy and do they agree with it?
- 6) What is the school policy on overseas travel?
 - How often do we undertake this kind of activity and to where?
 - What national guidelines do we follow?
 - What steps do we take to check out the activity provider/places of interest?
 - What training do accompanying staff have?
 - What rules do we have (e.g. about staff/student ratio)
 - Have we ever had problems like this before?
 - Are parents aware of our policy and do they agree with it?

- 7) What is the school policy on using minibuses?
- Do school staff drive them?
 - Do the drivers have any special training?
 - If we use outside companies, what steps do we take to vet them?
 - Are parents aware of our policy and do they agree with it?
- 8) What are the school's arrangements for contacting parents in an emergency?
- Do we keep all of their names and details centrally?
 - How do we ensure that our records are up to date?
 - How many people are available to ring round parents?
 - Do we have a plan to bring people in out of hours?
 - Are there any special problems (e.g. a large number of parents overseas)?

Any other difficult questions?

WHEN THE INCIDENT HAPPENS: UNPREPARED ANSWERS TO DIFFICULT QUESTIONS

We cannot prepare these in advance. Remember these as guidelines:

DO NOT

- Say anything that could be seen as libellous, that seems to imply blame of someone else, or that might be held to prejudice a trial or inquiry
- Admit any liability – this may invalidate our insurance
- Say anything that identifies individuals, at least until their parents or next of kind have been informed; this applies to staff as well as students
- Appear to speak on behalf of other individuals or organisations, unless you have agreed what to say with them first. (*To say that "I'm sure Mrs Smith feels very upset but she understands that..." or "The fire brigade said this couldn't possibly have been an accident..." is simply inviting journalists to play your comments back, and Mrs Smith and the fire brigade to contradict you*)
- Answer hypothetical questions

DO

- Say that full details are not yet available, so you cannot yet say exactly what happened. (*This is usually the case.*) But give details that you are sure of – e.g. the time you were contacted, the actions the school has taken.
- Monitor the questions you are asked and identify what 'angles' the media are covering (e.g. *who are they criticising? What are they criticising us/them for? Try to prepare answers to these 'angles'*)
- Avoid controversy, especially anything that may seem to criticise others (e.g. *if asked when you rang the fire brigade, bear in mind that this may be an attempt to criticise them for their slow response. Try to stay out of that sort of media argument; there's time to look into it once the incident is over*)
- Provide factual details to back up our 'positive points'. (*Rather than simply saying, "we have a good safety record" it is much better to say "we haven't had any injuries in school for 10 years"; but be sure you are accurate. Similarly, rather than saying "our staff is experienced at leading this sort of trip" it is better to say "the member of staff in charge speaks fluent German and has led three previous trips to this area in Germany."*)
- Provide factual details to counter allegations against us. (*"The school had its last fire inspection in... WE were only required to undertake limited work, which we completed."*)
- Remember our positive points. Update or improve them as the situation develops.

SHOULD WE AGREE TO AN INTERVIEW ON TV OR RADIO?

- Depends if we have something we want to say. What's in it for us?
- Who will do the interview? Have they had training? Will they come over well?
- Make sure the interviewee has been properly briefed. Think through the difficult questions in advance and prepare and practice answers.
- For a TV interview, try to resist having a dramatic background. If the school has just burnt down, the TV crew will want to film the interviewee in front of it. Is this the image we want people to remember? (Maybe it is, if it wasn't our fault and we are appealing for help to rebuild it. Maybe it isn't, if we forgot to have the fire extinguishers refilled.)

SHOULD WE GIVE A PRESS CONFERENCE?

- This is not usually necessary unless the story is very big. Then it gives us the opportunity to get our message across to a lot of media at once; but remember to ask ourselves: what's in it for us? Why are we doing this? What message do we want to give over?
- If we give a conference, or take part in one organised by the Police, prepare thoroughly. Anticipate awkward questions and prepare/practice answers.
- If it is our own press conference, field a team of people. One should chair and control it: his/her job is not to answer questions but to introduce the speakers and give them time to think and some protection. She/he may also allocate questions amongst the team. Others on the team should be a senior person (including the Head Master) and one or two people with special experience pertinent to the incident.
- Only let in genuine media (ask for press cards or ID). Pressure groups can hijack the conference and make it a public debate (which TB will love but we won't).
- Agree ground rules with TV cameras beforehand. If we don't want them coming on the platform, make this clear.
- Ensure the room is tidy and clean, and the background is suitable. Think about our overall image. Dress suitably.
- Let the journalists in by one entrance and have another exit for your own team to leave by. The chairperson should be firm and ensure that the team gets away as soon as the conference ends. No 'off the record' private words.

IF THERE IS A TV CAMERA OR MICROPHONE IN THE ROOM, ASSUME IT IS ON AT ALL TIMES!

Media lists

An up to date version of the media list is kept by the Director of Communications and available on request.

SEXEY'S SCHOOL LOCKDOWN PROCEDURE

Lockdown procedures are used as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and students in the school.

Procedures aim to minimise disruption to the learning environment whilst ensuring the safety of all students, staff and visitors.

When Lockdown might be activated:

Lockdown procedures may be activated in response to any number of situations, but some examples include:

- A reported incident/civil disturbance in the local community (with the potential to pose a risk to staff and students in the school);
- An intruder on the school site (with the potential to pose a risk to staff and students);
- A warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud etc);
- A major fire, incident or accident in the vicinity of the school;
- The close proximity of a dangerous animal roaming loose.

If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.

In a serious situation eg firearms or weapons attack on site, the Stay Safe Principles of “Run Hide Tell” should be applied. Lockdown is a fundamental element of “Hide”.

Notification:

1. Notification received by:

- School reception (usually from emergency services re incident in locality eg civil disturbance, accident or air pollution) – staff member to inform SLT immediately, activate lockdown alarm and contact emergency services via 999.
- Staff member (eg intruder on site, dangerous dog) – staff member to activate lockdown alarm, inform school reception/SLT immediately and contact emergency services via 999. (If the staff member is in any doubt as to whether the situation requires lockdown, they should immediately speak to a member of SLT).

2. SLT will decide when to issue the “stand down”, after taking the advice of the emergency services if appropriate.

Lockdown Procedure:

A lockdown situation will be highlighted to staff via sounding of the lockdown alarm which will sound the bell intermittently for 10 rings.

If it is possible to do so, an email will be sent to all staff to provide more information on the circumstances.

On hearing the alert:

Initial Response – ensure all students are inside the school building. Alternatively, ask students to run, hide or disperse if this will improve their safety (in line with the Government’s “Run, Hide, Tell” advice).

- Those inside the school in lockable classrooms or offices should remain in these rooms with the doors locked from the inside.
- Students/staff outside in corridors or en route should remain calm and proceed to the nearest lockable classrooms immediately.
- Those in rooms which cannot be secured should move quietly into the nearest lockable classroom.
- The Head of PE, a member of SLT or the Premises team will contact staff on the sports fields and/or Astro to inform them of the lockdown. If these staff cannot be contacted by mobile phone, one of the above will make their way to these locations to advise the staff of the situation. PE staff to take their class to an indoor area of the school, such as the main hall or 6th Form Centre, via the most direct route, unless advised that it would not be safe to do so.
- In the event of examinations, students and invigilation staff must remain where they are, with the doors locked.
- Premises Staff to lock main doors into the buildings where emergency push bar or thumb turn exits are available. Teachers and Support staff to lock internal doors wherever possible.
- Contractors should report immediately to the nearest member of staff.
- Visitors to stay with the person they are visiting and accompany them to a suitable location.
- Windows should be closed and blinds drawn.
- Students must place mobile phones in front of them, switched off or on silent, and must refrain from using them to call, text, take photos or use social media.
- Parents will be notified as soon as it is practicable to do so via text messaging.
- Staff mobile phones should be switched on but with ringtone turned down to keep lines of communication open.
- In the most serious of circumstances, staff should encourage students to keep calm, wait quietly and keep away from windows and doors. Access points should be blocked with furniture, lights should be switched off and students should sit on the floor under tables or against a wall, keeping out of sight.
- Under no circumstances should staff or students leave their classrooms unless specifically requested to do so by a member of SLT or the emergency services.
- For their own safety, students will not be released to parents during a lockdown.
- Once in lockdown mode, staff should, where possible, notify the main office/SLT of any students not accounted for.
- If it is necessary to evacuate the building, the fire alarm will be sounded as usual and a verbal message to evacuate will be sent via SLT and other senior staff.

If you are with children who you know to be particularly anxious

- remain calm
- reassure them .
- remind them calmly to follow your instructions at all times.

At break or lunchtime:

- The lockdown alarm bell will be sounded.
- Duty staff and SLT would redirect staff and students from the hall and playground into the sports hall.
- The nearest lockable classrooms to be used by staff and students in other locations.

Communication Arrangements:

- Two way radios to be used (Channel 2.2)
- Staff mobile phones
- Email to staff

Stand down:

- Students and staff must remain in lockdown until informed that the situation is over – the stand down alert will be a further three bell alert with an email stating “*The incident has now been resolved and it is safe to continue with the school day*”. Students must not be released until this message is received, regardless of the time of the day.

CHECKLIST: CRITICAL INCIDENT ACTION PLAN

Initial Response Checklist

(This checklist is a guide for the School's initial response, it is not intended to be an exhaustive list and should be read in conjunction with the directions and checklists in the body of this Policy)

This list will be fed into by all members of the IMT, but is the ultimate responsibility of the Team Leader for completion.

Human Resources

- Account for all personnel
- Implement lockdown procedure if required
- Contact and liaise with next of kin
- Counselling service requirements considered
- Maintain an awareness of locations of injured personnel and conditions
- Co-ordinate additional or temporary staffing as required
- Check & file appropriate workers' compensation claims
- Assist with employees' incident related benefit payments and reimbursements
- Ensure Occupational Health & Safety requirements are maintained

Pupil's Pastoral Care

- Liaising with pupils
- Counselling service requirements considered
- Contact and liaise with next of kin
- Maintain an awareness of locations of injured pupils and their conditions

Facilities Management

- Liaising with emergency services
- Liaising with Site Agents re building management
- Coordinating onsite security and control of access
- Formal handover of site from Emergency Services back to School
- Damage assessment
- Facilities recovery/ replacement
- Assisting with power requirements

Media & Public Relations

- Gain an accurate picture of the incident
- Draft and issue media release documents
- Implementation on Critical Incident communications protocol

Web Display

- Update the School's web page with current, accurate information

IT Services

- Restoration of computer requirements
- Recovery of backed up data

Legal Services

- Determine if any legal advice is required

Financial Services

- Ensure accesses to emergency funds are available if required
- Implement emergency financial delegation
- Ensure adequate financial control

Risk Management

- Liaise with insurers

Departments Impacted

- Core Subject Departments
- Foundation Subject Departments
- ICT Department
- Administration
- SEN Department
- Kitchen
- PE and games department
- Boarding
- Health Centre
- Chaplaincy

Key actions checklist: for completion

Immediate Actions

Below is a checklist of the key initial actions that the school should complete immediately following an incident.

	Action	Role and Person Responsible	Time/Date Completed
1.	Evacuation		
	Evacuation or lockdown of the premises	Team Leader	
	Roll call	Welfare Rep	
	Everyone safe	Welfare Rep	
	Call emergency services (as appropriate)	Welfare Rep	
	Contact Somerset County Council department (as appropriate)	Welfare Rep	
	Obtain a copy of family and staff contact lists	Parent Liaison	
	Liaise with emergency services personnel at the scene	Works/Safety/ Security Rep	
2.	Details of casualties – obtain information on the following:		
	Names and injuries	Welfare Rep	
	Current location of casualties	Welfare Rep	
	Current location of relevant others Whether next of kin have been informed	Welfare Rep with Parent Liaison	
3.	Injury		
	Who is accompanying injured person(s) to hospital?	Welfare Rep	
	Provide accommodation which is restricted to next of kin, pupils and staff (as appropriate)	Welfare Rep	
	Provision of immediate transport, assistance, and counselling (as appropriate)	Welfare Rep	
	Contact Somerset County Council CSF department (as appropriate)	Welfare Rep	
4.	Incident in school hours		
	Decide whether to keep other pupils in school	Team Leader	
	Decide whether to send pupils home (all or some)	Team Leader	
	Arrange transport in liaison with SCC (as appropriate)	Welfare Rep	
	Ensure staff, parents and governors receive your version of the facts and actions underway as soon as possible	Team Leader/Parent Liaison/Welfare Rep	
5.	Incident outside school hours		
	Decide how to contact parents; for bad news avoid phone chains	Parent Liaison	
	Consider announcements via the local radio stations and other media	Media Liaison	
	Ensure staff, parents and governors receive your version of the facts and actions underway as soon as possible	Team Leader/Parent Liaison/Welfare Rep	

Actions in the first 24 hours

In addition, the table below summarises some further procedures that should be followed by the school in the 24 hours immediately after the incident.

	Action	Role and Person Responsible	Time/Date Completed
1.	<p>Gather incident information</p> <p>What happened? Where? When? Who notified you? Who has been contacted? Also, their names and numbers. E.g. SPA , Emergency services</p> <p><u>People:</u> Who was involved? How were they affected? Where are they now? What is their current condition?</p> <p><u>Premises:</u> Is there any damage to the premises? Who has been contacted?</p>	<p>Team Leader</p> <p>Welfare Rep</p> <p>Works/Security/ Safety Rep</p>	
2.	Evaluate situation and estimate extent of disruption	Team Leader/Works Rep	
3.	<p>Consider activating the Incident Management Team (IMT). If so identify a suitable location and time.</p> <p>If school premises are not available determine to base the recovery operation from another location.</p>	<p>Team Leader</p> <p>Team Leader</p>	
4.	Liaise with Health and Safety Education Team.	Welfare Rep/Works Rep	
5.	Keep a log of all decisions made, noting time, action and when completed.	Incident Secretary	
6.	Ensure the safety of student and staff.	Welfare Rep	
7.	Notify staff and place key staff on standby. Ensure availability of Critical Incident Emergency Plan and Checklists.	Welfare Rep/Team Leader	
8.	<p>Determine Strategy for dealing with the incident i.e. What additional resources or assistance is required?</p> <ul style="list-style-type: none"> • Resolve the incident internally e.g. contractors (Form 9). • Contact Governors for assistance. 	Team Leader	
9.	Activate procedures for informing parents.	Parent Liaison	
10.	<p>Establish school communication control facility using school premises if available:</p> <ul style="list-style-type: none"> • Establish media response in liaison with Governors • Arrange basic incident information press release for parents, staff, governors, other schools and media to help produce a joint message. • Provide updates to maintain communication links. 	<p>Media Liaison</p> <p>Media Liaison</p> <p>Media Liaison</p>	

11.	Arrange student transport if required.	Welfare Rep	
12.	Arrange collection of students by parents, if applicable. Organise pick-up point and welfare of remaining students.	Welfare Rep	
13.	Agree immediate resources needs with loss adjustor. For longer term needs arrange alternative accommodation where necessary and essential office equipment.	Legal, Insurance, Finance Rep	
14.	Assess disruption to education process.	Parent Liaison	
15.	Establish priority items to salvage if building out of use. Paper based records and essential IT information	Legal, Insurance, Finance Rep	
16.	Consider a shift system to allow staff involved in the recovery process to have a break.	Welfare Rep	
17.	Draft a record of events with help from appropriate staff if necessary.	Incident Secretary	

Actions for 24 hours – 2 weeks following the incident

	Action	Role and Person Responsible	Time/Date Completed
1.	Ensure all relevant parts of Stage I are complete.	Team Leader	
2.	Implement any emergency expenditure authorization procedures	Legal, Insurance, Finance Rep	
3.	Identify usable facilities on site	Works Rep	
4.	Review health & safety / security issues.	Works Rep	
5.	Consider alternative accommodation where necessary and essential office equipment.	Welfare Rep	
6.	Assess staffing requirements, timetables and supply cover.	Parent Liaison	
7.	Invoke salvage procedures in liaison with CBC.	Works Rep	
8.	<ul style="list-style-type: none"> • Update information provided to parents, students and local community using, websites, newsletter, notice boards. • Continue media liaison with CBC. • Maintain updates and support for staff. 	Parent Liaison/Media Liaison/ Spokesperson	
9.	Review service deliveries / contractor arrangements on site.	Works Rep	
10.	Monitor staff and student welfare, and report any problems. Notify Governors if follow-up support is needed for students and staff	Welfare Rep	
11.	Arrange special assembly / areas of contemplation if appropriate. Allow students to express emotions if incident involved death or injury.	Welfare Rep	
12.	Advise other users of the school site about alternative arrangements	Works Rep	
13.	When closing the incident: <ul style="list-style-type: none"> • Clear the outstanding action list. • Stand down staff on stand by. • Inform appropriate Governors contacts. • Insure any temporary premises have been made secure. 	Team Leader	

14.	Arrange a debrief session for all staff to consider how well the response to the incident was managed. Amend the school emergency plan as required to incorporate recommendations. Disseminate decisions taken.	Team Leader	
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Ongoing actions and considerations

Following the completion of the initial incident response, there may be a number of ongoing issues to consider, depending on the nature of the emergency. Some of these may relate to the use of the property itself whilst others may require support for the school community in coming to terms with what has happened.

	Issue for consideration	Role and Person Responsible	Time/Date Completed
	Staff		
1.	Hold a staff briefing session as soon as possible	Team Leader	
2.	Position staff at set points to meet students returning to school	DJB	
3.	Provide written information on the incident and how it will affect the school	Team Leader	
4.	Review courses / timetabling	BFS/DJB	
5.	Issue new fire notices and procedures, if required	Works Rep	
6.	If the building has been affected or the school relocated, hold a fire drill as soon as possible so students know the new exit routes and assembly points.	Works Rep	
7.	Consider imminent examination issues	Jan Whittaker	
8.	Ensure support is provided to staff who feel affected by the incident.	Welfare Rep	
9.	Monitor the well-being of students and report changes in behaviour etc.	Welfare Rep	
	Students		
10	Hold a school assembly to pass on information to students	Welfare Rep	
11	Issue new timetables if required	BFS/DJB	
12	Issue maps showing restricted areas etc.	Works Rep	
13	Issue an information sheet to students and parents	Parent Liaison	
14	Monitor welfare and signs of distress in students	Welfare Rep	
15	Allow an opportunity for students to talk about the incident	Welfare Rep	
	Parents		
16	Hold parents / teachers meeting	Parent Liaison	
17	Provide support for parents whose child has been injured or killed	Welfare Rep	
18	Issue letters via students and provide regular updates to parents on the recovery process	Parent Liaison	
	Premises – for use where the site itself has been damaged or relocation is required		

	Issue for consideration	Role and Person Responsible	Time/Date Completed
19	Request assistance from CBC where the property is damaged or when relocation is required	Works Rep	
20	Obtain plans of the building. Mark on areas affected by the incident.	Works Rep	
21	Check for obstacles to pupils' movements	Works Rep	
22	Check / reallocate toilet facilities	Works Rep	
23	Identify new routes	Works Rep	
24	Review entrances / exits and identify new access points where required	Works Rep	
25	Check fire escape requirements (consult with the Fire & Rescue Service)	Works Rep	
26	Establish areas with restricted access to contractors and vehicles	Works Rep	
27	Reallocate space e.g. parking, student areas, etc	Works Rep	
28	Review site security	Works Rep	
29	Review Health & Safety procedures	Works Rep	
30	Review fire prevention arrangements (liaise with the Fire & Rescue Service)	Works Rep	
31	Consider reorganising or cancelling forthcoming events	Works Rep	
32	Contact users of the site out of school hours and notify them of new arrangements if necessary	Works Rep	
33	Instigate a procedure for agreeing the goods to be replaced with loss adjustors	Works Rep	
34	Set up an ordering and payment procedure	Legal, Insurance, Finance Rep	
	Contractors		
35	Hold regular meetings with contractors, loss adjustors, school building surveyors	Legal, Insurance, Finance Rep	
36	Establish Health & Safety requirements	Works Rep	
37	Establish access requirements for vehicles	Works Rep	
38	Establish student restricted access areas	Works Rep	
39	Adapt doors to fire exit / exit doors as necessary	Works Rep	
40	Agree working practices and times when noise must be kept to a minimum	Works Rep	
41	Provide the contractors with a copy of the timetable for each room	Works Rep	

Critical Incident: Useful Website Addresses

www.scope.org.uk

www.muscular-dystrophy.org

www.mda.org

www.ssba.org.uk

www.childbereavement.org.uk

www.refugeecouncil.org.uk

www.amnesty.org.uk

www.missingkids.co.uk

www.rnib.org.uk

www.nbcs.org.uk

www.clearvisionproject.org

www.calibre.org.uk

www.environment-agency.gov.uk

www.floodforum.org.uk

www.rspca.org.uk

www.environment-agency.gov.uk

www.rd4u.org.uk

www.riprap.org.uk

www.winstonswish.org.uk

www.brake.org.uk

www.cruse.org.uk

www.papyrus-uk.org

www.samm.org.uk

www.uk-sands.org

www.uk-sobs.org.uk

www.childdeathhelpline.org.uk

www.tcf.org.uk

www.tcfsiblingsupport.org.uk

www.childline.org.uk/Pages/Home.aspx

www.seasonsforgrowth.co.uk

www.samaritans.org

www.crusebereavementcare.org.uk

www.childhoodbereavementnetwork.org.uk

www.childhoodbereavementnetwork.org.uk/publications.htm

www.Leedsanimation.org.uk

www.nice.org.uk/CG026quickrefguide

www.nice.org.uk/CG026publicinfo

www.gulbenkian.org.uk/media/item/1220/.../Wise_Before_the_Event.pdf

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_115629

ANNEX G

Letter to Parents template

Insert Address Here

Dear.....

You will all be aware of the recent incident that has affected our school. I am sure you will appreciate how upset we all are. On behalf of everyone involved in the life of our community I would like to express our sympathy to

I am sure you will understand that it is not possible for me to comment on the incident at this stage other than to provide factual information, but I will do my best to keep you up to date as time proceeds.

We are currently working closely with Somerset County Council's Children, Schools and Families Department to ensure that disruption to the school life of the school is kept to the minimum possible. However, as you will appreciate, it will be sometime before we are back on an even keel.

We will be monitoring the wellbeing of all students closely in the coming weeks to ensure that any ongoing problems as a result of the incident are identified. There will be opportunities during the school day for students to talk about the incident and how they felt at the time.

For the immediate future we have made the following arrangements, which will come into effect from

As from today we will be using as the school office. We hope to have temporary buildings available for all students to continue with their education from

Please note that our new contact numbers are listed below. However I would ask you to keep calls to the school to a minimum so that we are not overwhelmed.

(Tel and Fax Nos.)

The process of recovery is moving very fast as more and more decisions are made about the best ways to proceed. We will provide updated information as frequently as possible both on the board at the entrance to the school and in a weekly update letter to be sent to all parents.

Thank you for your support and understanding in what is a difficult time for all of us

ANNEX H

Trespasser Letter Template

Example of a warning letter to trespassers causing or permitting nuisance or disturbance on school premises

Note: the text of the letter below is intended merely to indicate the possible content and tone of such a letter. Where the trespasser is a child the letter should be sent to the parent or guardian.

Dear Sir/Madam

Trespassing and nuisance or disturbance on school premises: Section 547 of the Education Act 1996

It has been reported to me that [you] were seen on the premises of [school] on [date] at [time]. [Description of what the trespasser was doing].

The school's premises are private property and [you] had no permission to enter them. [Refer if necessary to aspects of behaviour which were particularly disruptive].

I must warn you that trespass and causing or permitting nuisance or disturbance on a school's premises is an offence under section 547 of the Education Act 1996. The maximum penalty for this offence is a fine of up to £500.

The purpose of this letter is to warn you that you must not trespass again on the school's premises. If you do, and cause a nuisance or disturbance, you may be removed from the premises and [the governors/the local education authority] will not hesitate to bring proceedings under section 547 of the Education Act 1996.

Yours faithfully