

# SELLY OAK NURSERY SCHOOL



## CRITICAL INCIDENT/LOCKDOWN/INVACUATION/EVACUATION

### POLICY & PLAN 2019-2020

#### Contents:

#### Statement of intent

1. Legal framework
2. Definitions
3. Roles and responsibilities
4. Invacuation procedure
5. Lockdown procedure
6. Evacuation procedure
7. Personal Emergency Evacuation Plan (PEEP)
8. Fires
9. Bomb threats
10. Communication with parents/carers
11. Monitoring and review

#### Appendices

- 1) Personal Emergency Evacuation Plan  
Procedure for bomb threat / Full and Partial lockdown

#### Statement of intent

The safety of pupils, staff members and visitors on the premises is paramount and **Selly Oak Nursery School** takes their duty to protect the wellbeing and welfare of these people very seriously.

The main priority is to prevent an emergency from occurring in the setting; however, this is sometimes, unfortunately, out of the hands of the school. In an emergency, staff members at **Selly Oak Nursery School** will endeavour to take all reasonable actions in order to ensure the safety of pupils.

The procedures outlined in this policy aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils, staff members and visitors.

Signed by: Head Teacher \_\_\_\_\_ Date \_\_\_\_\_

Chair of Governors \_\_\_\_\_ Date \_\_\_\_\_

## 1. Legal framework

- 1.1. This policy has due regard to statutory legislation including, but not limited to the following:
  - The Management of Health and Safety at Work Regulations 1999
  - The Health and Safety at Work etc. Act 1974
  - Regulatory Reform (Fire Safety) Order 2005
- 1.2. This policy has due regard to official guidance including, but not limited to, the following:
  - DfE (2014) 'Health and safety: advice on legal duties and powers'
  - DfE (2015) 'Emergency planning and response'
  - DfE (2014) 'Fire safety in new and existing school buildings'
  - National Counter Terrorism Security Office (2015) 'Developing Dynamic Lockdown Procedures'
- 1.3. This policy will be applied in conjunction with the following school policies and procedures:
  - Health and Safety Policy
  - Bomb Threat Policy
  - Adverse Weather Policy
  - Lockdown Procedure
  - Fire Evacuation Plan
  - Personal Emergency Evacuation Plan
  - Risk/Business Continuity Plan

## 2. Definitions

- 2.1. An 'evacuation' is the orderly removal of pupils, staff members and visitors from the school building; this can be as a result of a fire or other incident within the building.
- 2.2. The term 'invacuation' refers to the process of making staff members aware of an emergency and moving pupils, staff members and visitors to the most sheltered areas within the building. This procedure is employed if moving outside would increase the risk of harm to people, e.g. toxic fumes in the air.
- 2.3. 'Lockdown' refers to the procedure of locking external doors and windows before taking immediate shelter in a secure location. This procedure is typically invoked as a response to a security threat.

## 3. Roles and responsibilities

- 3.1. Staff members will act in accordance with the school's Invacuation, Lockdown and Evacuation Policy at all times.
- 3.2. It is the **Head Teacher's** responsibility to ensure effective and rehearsed emergency procedures are in place at **Selly Oak Nursery School**.
- 3.3. The **Head Teacher** is responsible for ensuring that all staff members are aware of the policy and have a copy to access.
- 3.4. It is the responsibility of the **Head Teacher** to ensure that new staff members are trained in implementing all of the emergency procedures.
- 3.5. The **Head Teacher/Deputy** is responsible for recording all evacuation procedures, including drills and practices, in the **Evacuation Record Log** (appendix A).
- 3.6. The **Head Teacher/SLT** is responsible for raising the alarm of an emergency, and will delegate this duty to a designated member of staff to carry out when they are not present at the school.

- 3.7. The responsibility of informing the relevant external services, such as the police, in the event of an emergency is delegated to **Head Teacher/Deputy/Nominated Office Staff**.
- 3.8. All staff members are responsible for ensuring pupils, fellow staff members and visitors remain as safe as possible whilst on the school premises.
- 3.9. It is the responsibility of all staff members to ensure that registers are accurately taken and the names of missing pupils are immediately reported to the **Head Teacher/Deputy/Nominated Office Staff**.
- 3.10. All staff members are responsible for maintaining an orderly manner and encouraging pupils to stay calm during emergency procedures.
- 3.11. The **site manager** is responsible for ensuring that emergency exits are clearly signposted.
- 3.12. It is the responsibility of **school office staff** to provide the emergency services with copies of the site plan.
- 3.13. **School office staff** are responsible for ensuring that all contractors or external services working within the school are supplied with a copy of the evacuation procedure when their work initially commences.
- 3.14. The **school office staff** will continuously monitor the situation and keep both the emergency services and fellow colleagues up-to-date.

#### 4. Invacuation procedure

- 4.1. The aim of the invacuation procedure is to protect lives by keeping people inside away from perceived danger. This procedure will be used in the event of armed intrusion, chemical spillages and air pollution.
- 4.2. The warning siren for **Selly Oak Nursery School's** invacuation procedure is the sound of **the personal alarm**.
- 4.3. Any member of staff will sound the alarm as soon as a concern has been raised.
- 4.4. Throughout the procedure, the, **Head Teacher** or another designated member of staff, will continuously keep other staff members updated, where possible.
- 4.5. During an invacuation, pupils, staff members and visitors outside the school building will move quickly and quietly through the nearest entrance to the building.
- 4.6. When all personnel are inside, doors and windows are to be securely locked.
- 4.7. Main entrances into the school site will be locked if necessary.
- 4.8. Prior to the procedure, the **Head Teacher** will identify the designated 'safe room' in the school building, which all staff members will be made aware of.
- 4.9. **The Name of school's** designated 'safe room' is the Maths Room.
- 4.10. Each **Group** is guided towards the designated 'safe room' by their **Group teacher**, ensuring that all pupils, staff members and visitors are accounted for.
- 4.11. When the invacuation procedure occurs during lunchtime, all staff members will guide pupils towards the designated 'safe room'.
- 4.12. Staff members will instruct pupils to stay away from the windows and doors and the blinds will be drawn.
- 4.13. Where necessary, pupils will be informed to lie or sit on the floor.
- 4.14. Pupils and staff members are to remain in their designated room until told to do so by the emergency services, or the **Head Teacher** has given an announcement to declare the risk has gone.

- 4.15. When the invacuation procedure has finished, pupils will return to their Group area where a register will be taken.
- 4.16. Throughout the invacuation procedure, the **school office** will keep in contact with the emergency services, ensuring the procedure is being implemented correctly.
- 4.17. Following an occurrence necessitating the invacuation procedure, the following actions will be taken:
  - A follow up talk with staff members and pupils will be delivered by the **Head Teacher**
  - Support will be sought where necessary, such as counsellors
  - Parents/carers and other stakeholders will be informed via letter
  - The response to the crisis will be evaluated and procedures amended where necessary

#### 5. Lockdown procedure - Appendix two: Policy / procedure for bomb threat / full and partial lockdown

- 5.1. This procedure will be implemented as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety and wellbeing of pupils, staff members and visitors.
- 5.2. The **Head Teacher** will ensure that all staff members understand when and how this procedure will be implemented.
- 5.3. Depending on the circumstances, either a partial lockdown or full lockdown procedure will be implemented.
- 5.4. The **Head Teacher** will take all factors into consideration when deciding whether to partially or fully lockdown the school. Where possible, advice will be sought from the emergency services.
- 5.5. The partial lockdown procedure is a precautionary measure but puts the school in a state of readiness should the situation escalate. It will be used in the event of, but not limited to, the following:
  - A local risk of air pollution
  - A civil disturbance in the local community with the potential to pose a risk to the school
- 5.6. The full lockdown procedure will be used in the event of, but not limited to, the following:
  - An intruder on the school site
  - A major fire in the vicinity of the school
  - The close proximity of a dangerous dog, or other animal, roaming loose
- 5.7. The signal given for staff members to implement the lockdown procedure is **by using the personal alarms**
- 5.8. **Personal Alarms** will be used to make staff members aware of the incident that has occurred and inform them of the type of lockdown procedure which is to be implemented.
- 5.9. As soon as the alarm has been raised, the **school office staff** will ensure that the relevant emergency services are informed and kept up-to-date with the situation.
- 5.10. In the event of **Selly Oak Nursery School** implementing the lockdown procedure, pupils will be instructed to go to the Maths room.
- 5.11. Staff members will ensure that the toilets and playgrounds are cleared of all pupils, staff members and visitors.
- 5.12. Pupils who are outside the school, or not in classrooms, will be led inside as quickly as possible, unless this will endanger them and others.

- 5.13. Group teachers are responsible for the pupils within their classroom.
- 5.14. When all personnel and pupils are inside, doors and windows are to be securely locked and blinds put down where possible .
- 5.15. **Group teachers** will conduct a register and headcount. Staff will notify the Head Teacher/Deputy/Office Staff immediately of any pupils not accounted for and an immediate search will be instigated, where appropriate.
- 5.16. Once all personnel and pupils are inside, the **senior leadership team (SLT)**, which make up the Critical Incident Management Team, will conduct an on-going and dynamic risk assessment based on advice from the emergency services.
- 5.17. All pupils, staff members and visitors will be made aware of their nearest exit point in case a hostile intruder manages to gain access.
- 5.18. Pupils may be asked to hide or disperse if this will improve their safety.
- 5.19. Pupils are instructed to take cover under their tables where possible.
- 5.20. In the event of a partial lockdown, movement may be permitted within the building, dependent upon the circumstances, but this will be supervised by a staff member.
- 5.21. In the event of an air pollution issue, air vents will be closed, where possible, as an additional precaution.
- 5.22. In the event of a full lockdown, once all pupils have been accounted for, the following actions will be carried out by staff members in order to increase protection:
  - Blocking off access points by moving furniture to obstruct doorways etc.
  - Drawing all curtains and blinds
  - Turning off all lights and electronical monitors expressing light
  - Instructing all pupils to either sit on the floor, under a table or against a wall
  - Ensuring all people are kept out of sight and away from windows or doors
- 5.23. All personnel will remain inside until an 'all clear' signal has been given, unless told to evacuate by the emergency services.
- 5.24. If someone is taken hostage on the premises, the school will seek to evacuate the rest of the site.
- 5.25. Parents/carers will be notified as soon as it is practicable to do so via the **text message service**.
- 5.26. Pupils will not be released to parents/carers during a lockdown.
- 5.27. If it is necessary to evacuate the building, **a continuous ring of the fire alarm will be sounded**.
- 5.28. In order to ensure the effective implementation of the lockdown procedure, a lockdown drill will be undertaken at least **once** a year.

## 6. Evacuation procedure

- 6.1. **Selly Oak Nursery School** will carry out evacuation drills at least **once a term** in order to ensure pupils and staff members fully understand what is involved in the procedure and that it is implemented effectively.
- 6.2. In an emergency situation, such as a fire, the school's evacuation procedure will be implemented with the priority of getting everyone out of the school safely and calling the emergency services.

- 6.3. All staff members will have a copy of the evacuation procedure and clear instructions regarding the fire evacuation procedure will be displayed in every classroom.
- 6.4. New staff members are advised of evacuation procedures as part of their induction training.
- 6.5. The designated fire warden for the school is **Paula Bayliss/Peter McKinney**.
- 6.6. **Selly Oak Nursery School** has undertaken the appropriate fire awareness and fire warden training that meets the fire authority's regulations.
- 6.7. The **Head Teacher** will ensure that all staff members are aware of the designated evacuation points.
- 6.8. All staff are regularly trained in fire safety. Most recent in September 2018
- 6.9. The signal for the evacuation procedure to be implemented is the **continuous sound of the fire alarm**.
- 6.10. When the alarm is sounded, pupils and visitors will immediately stop what they are doing, stand still and wait for further instructions to be given by a staff member.
- 6.11. Staff members will direct pupils to the nearest or safest exit.
- 6.12. It is staff members' responsibility to ensure that exits are never obstructed or blocked.
- 6.13. Staff members will ensure that there are no pupils left in the toilets, changing rooms, corridors or school hall, etc.
- 6.14. Pupils will walk in an orderly and quiet manner to the designated evacuation point.
- 6.15. Staff members will be aware of any pupils under their care who have a **Personal Emergency Evacuation Plan (PEEP)**.
- 6.16. When pupils are lined up in their groups at their designated evacuation point a register and headcount will be taken.
- 6.17. Any missing pupil, staff member or visitor will be reported to the designated fire warden, detailing their name, the date/time and where they were last seen, and any other relevant information about the person, e.g. any medical conditions.
- 6.18. Missing personnel and pupils will be immediately searched for if it is safe to do so.
- 6.19. Under no circumstances will any staff member, pupil or visitor re-enter the building during the evacuation procedure, unless the 'all clear' is given by the **Head Teacher** or emergency services.
- 6.20. The **school office staff** will call the emergency services as soon as the alarm is raised and they have safely exited the building.
- 6.21. An **emergency evacuation pack** is kept in the School Office which contains each child's emergency contact details, a first aid kit and a mobile phone.
- 6.22. If required, parents/carers will be contacted in order to collect their children. This will be done using the school's **text message service**.
- 6.23. All evacuations will be recorded using the **Evacuation Record Log**

## **7. Personal Emergency Evacuation Plan (PEEP)**

- 7.1. Where a member of staff, pupil or visitor has a disability which may result in them needing help in evacuating the premises, a PEEP will be put in place.
- 7.2. The purpose of a PEEP is to enable **Selly Oak Nursery School** to implement effective arrangements to ensure that everyone can evacuate the building in an emergency, should one arise.

- 7.3. These plans ensure that no one is discriminated against, or treated less favourably, in the event of an emergency.
- 7.4. A PEEP will identify the following:
  - Any specific needs of the individual
  - Responsibilities of staff members
  - Specific evacuation routes, where applicable
  - Refuge areas
  - Any specific evacuation procedure requirements
- 7.5. Where possible, pupils with PEEPs in place will exit the premises using the same route as the rest of their class, unless otherwise stated within their plan.
- 7.6. A PEEP will be reviewed on an annual basis in order to ensure that the most up-to-date information is available.
- 7.7. When there is a change in the individual's health, a change of procedure, or an alteration made to the premises, a PEEP will be reviewed and amended to reflect these changes.
- 7.8. The individual, for whom the plan is for, will be consulted at each review, alongside any specified staff members.
- 7.9. PEEPs will be set out in the format demonstrated in [Appendix B](#).

## 8. Fires

- 8.1. In the event of a fire, **Selly Oak Nursery school** will invoke the evacuation procedure.
- 8.2. Under no circumstances will entrances to the school and emergency exits be blocked or obstructed.
- 8.3. Emergency lighting is installed and appropriately used where necessary.
- 8.4. It is the responsibility of the **site manager** to ensure that exits are clearly marked.
- 8.5. The **site manager** is responsible for ensuring every room is equipped with the necessary fire safety equipment.
- 8.6. All staff members will act as 'fire wardens' in the event of a fire.
- 8.7. The **Head Teacher** will delegate the role of **designated fire warden**. This individual will undergo extra training and will take a lead role in the evacuation of the building.
- 8.8. If an evacuation procedure, or similar, is implemented due to the risk of a fire, these events will be recorded in the **Evacuation Record Log**.

## 9. Bomb threats

- 9.1. In the event of **Selly Oak Nursery School** or a nearby area receiving a bomb threat, the **Head Teacher** will decide which procedure to use by taking into consideration which poses the least risk.
- 9.2. **Selly Oak Nursery School** will act in accordance with the **Bomb Threat Policy** in order to ensure the welfare of pupils, staff members and visitors.
- 9.3. The school will immediately contact the emergency services after receiving a threat and will carefully follow their instructions.
- 9.4. The emergency services will still be contacted if the threat is believed to be a hoax.

## 10. Communication with parents/carers

- 10.1. Arrangements and information regarding **Selly oak Nursery School's** invacuation, lockdown and evacuation procedures will be routinely shared with parents/carers either via **newsletter** or **the school website**.

- 10.2. In the event of any of the procedures taking place due to a real emergency, parents/carers will be informed of any developments as soon as is practicable.
- 10.3. Parents/carers will be informed not to ring or come to the school as this could interfere with the work of the emergency services, and may result in putting themselves and others in danger.
- 10.4. **Selly Oak Nursery School** will contact parents/carers when it is safe for them to collect their child.
- 10.5. Whilst talking to parents/carers, it is important for the school to reassure them that they understand their concern for their child's welfare, and that the school is doing everything possible to ensure the safety and wellbeing of all pupils.

#### **11. Monitoring and review**

- 11.1. This policy will be reviewed on an **annual** basis, or sooner, if statutory guidance is released before the review date, which is **September 2019**.
- 11.2. The review will be conducted by the **Head Teacher** in collaboration with the **GoverningBody**.

**Appendix A – Personal Emergency Evacuation Plan**

**PEEP for a pupil at Selly Oak Nursery School**

This section is to be completed by the **Deputy Head Teacher**.

**Name:** \_\_\_\_\_

**Awareness of procedure**

\_\_\_\_\_ is informed of a fire evacuation by: (please tick relevant box)

Existing alarm system       Visual alarm system   
Pager device       Other (please specify) \_\_\_\_\_

**Designated assistance**

The following people have been appointed to give assistance to **name of individual** in the event of an emergency:

**Name of designated person:** \_\_\_\_\_

**Contact details of designated person:** \_\_\_\_\_

\_\_\_\_\_

**Name of designated person:** \_\_\_\_\_

**Contact details of designated person:** \_\_\_\_\_

\_\_\_\_\_

**Methods of assistance** (e.g. transfer procedures, methods of guidance)

\_\_\_\_\_

\_\_\_\_\_

**Equipment provided** (including means of communication)

\_\_\_\_\_

\_\_\_\_\_

**Personal evacuation procedure** (a step-by-step account, from the first alarm sound)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_

**Reviews**

**Head Teacher Name:** \_\_\_\_\_

**Head Teacher signature:** \_\_\_\_\_

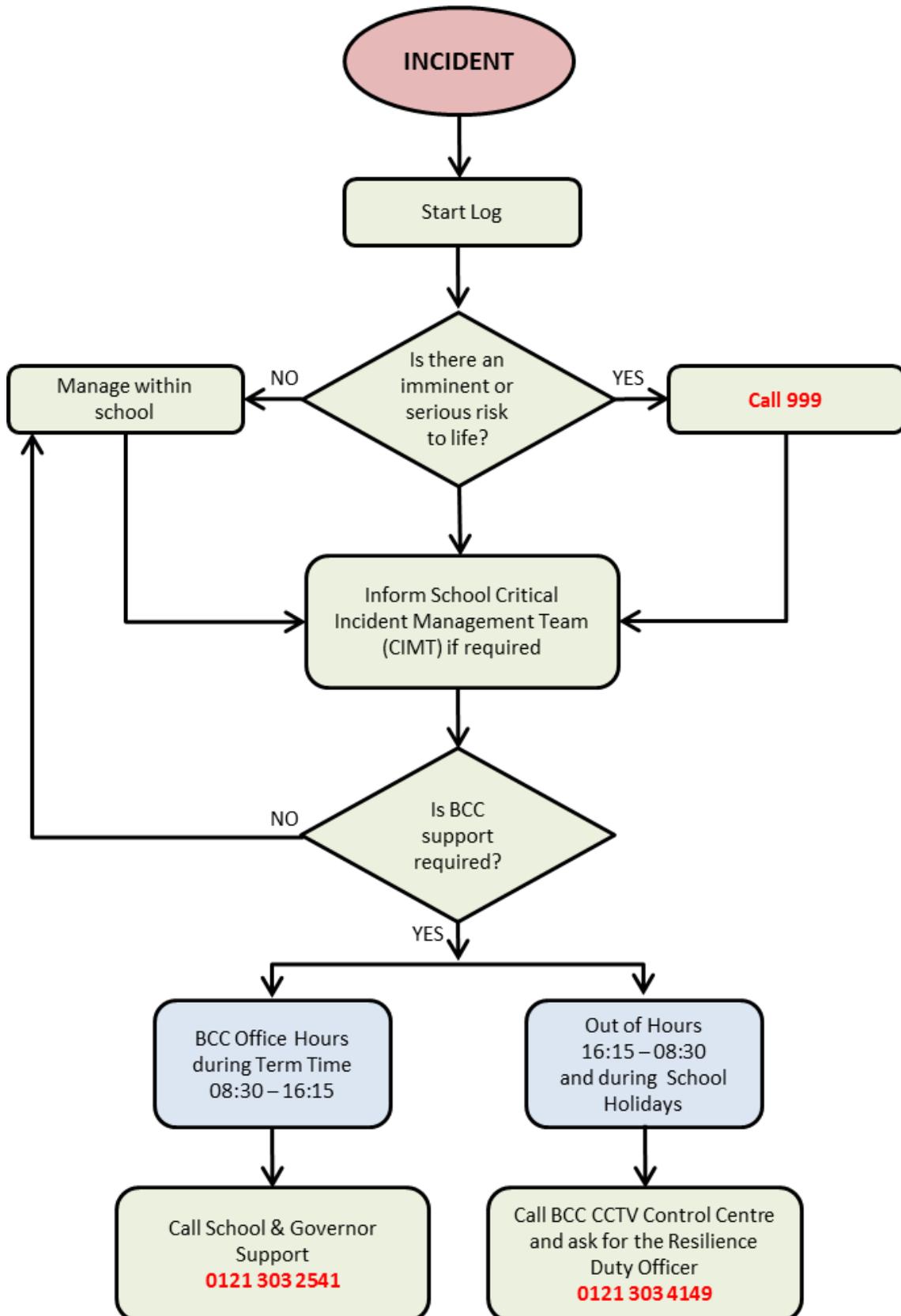
**Date:** \_\_\_\_\_

**Individual's name:** \_\_\_\_\_

**Individual's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

If an incident occurs within the school, use this flow to quickly identify who to inform



**SELLY OAK NURSERY SCHOOL**  
**CRITICAL INCIDENT POLICY- BCC guidelines 2019**

Included with this document:-

- Staff Emergency Contact List
- Children's Emergency Contact List
- Staff Relative Emergency Contact List
- Distribution list per MIRT (YJ, LF)

**Policy Statement**

Selly Oak Nursery School is totally committed to ensuring that, in the event of a major incident, the school will provide a high level of care and education for its population. The Director of Children's & Young People's Services (CYPS) will be informed immediately if this plan comes into effect. The Head Teacher and the Governing Body of Selly Oak Nursery School are responsible for annually reviewing the Plan and identifying areas of weakness. The school is responsible for updating relevant sections of the Plan on a regular basis. The Governing Body of the school uphold the CYPS Managing School Emergencies advice.

The CIMT (Critical Incident Management Team):

Name	Position in School	Role during incident
Yvonne James	Head Teacher	<ul style="list-style-type: none"> <li>• Leader of plan</li> <li>• Designate roles and responsibilities</li> <li>• Liaise with emergency services</li> <li>• Co-ordinates from school</li> <li>• Informs LA of incident</li> </ul>
Peter Haddock	Building Site Manager	<ul style="list-style-type: none"> <li>• Assist leader</li> <li>• Remain at school</li> </ul>
Laura Foster Ifrah Rafiq Paula Bayliss/Pete McKinney	Deputy Head Teacher Administrative Assistant/Receptionist	<ul style="list-style-type: none"> <li>• Assist leader</li> <li>• Adopt leader role if Head Teacher not available</li> <li>• Inform parents /relatives</li> <li>• Contact relevant outside agencies</li> </ul>
Josie Baxter  Yuwen McClory	Out of School Club Manager  Deputy Manager	<ul style="list-style-type: none"> <li>• Adopt leader role if Head Teacher not available</li> <li>• Assist leader</li> </ul>

**All members of the major incident recovery team must:**

- have a copy of the Major Incident Kit, Policy and CYPS advice at home and at school
- be aware of the roles of each part of the plan to enable the school to react swiftly and accordingly
- have contact numbers of each other for 24 hour contact
- have an on call rota for any member who is not available in the event of a school trip
- in the event of a school trip /visit, have access to a list of names for staff and pupils

## CONTENTS

### **Section 1: Introduction**

### **Section 2: Action Sheets**

#### **A1 Immediate Actions**

#### **A2 Subsequent Actions (Hours/Next Day/Within One Week)**

#### **A3 Incidents Occurring Away From School During Term Time, eg School Trips**

#### **A4 Incidents Occurring Away From School During Vacation (Home Or Abroad)**

#### **A5 Useful Contacts**

### **Section 3: Information Sheets**

#### **Role of Emergency Services and Other Support Services**

#### **Possible Effects of Critical Incidents: Pupils and Teachers**

#### **Possible Effects of Critical Incidents: The Organisation of the School**

#### **Developing a Critical Incident Management Plan**

#### **Bereavement and Loss**

#### **Resources for Schools**

#### **Helplines, Counselling and Support**

### **Section 4: Comments and Feedback**

#### **Contacting Us**

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### Section 1: Introduction

A 'Critical Incident' can be defined as:

**An event or sequence of events affecting pupils and/or teachers which creates significant personal distress to a level which potentially overwhelms normal responses, procedures and coping strategies and which is likely to have serious emotional and organisational consequences.**

Regrettably, in recent times a number of very serious incidents have occurred in British schools which, in the worst cases, have resulted in death and serious injury both to pupils and teachers.

In other incidents, while no casualties resulted, pupils and teachers have been severely traumatised as a consequence of the random actions of individuals causing disruption on school premises. There have also been a number of 'natural' disasters, such as the Hagley minibus accident, which have caused intense distress and sadness to staff, pupils and families, and which have interrupted the normal functioning of the school. There are also less dramatic and more common occurrences, such as the death of a pupil from a terminal illness or traffic accident, which can have profound effects on individuals, groups and sometimes the school as a whole.

In some instances, schools have managed critical incidents extremely well from their own resources but help is available from City Council services such as Educational Psychology and from the wider community. Some schools have given thought to preventive measures they might take including drawing up critical incident management plans. Following a number of local incidents, head teachers have suggested there is a need for co-ordination of a number of services, which can provide help and support. The Directorate therefore has an agreed city-wide support

framework described in this document. Head teachers have further suggested that the City Council should provide some general guidance for schools in developing critical incident management plans and the steps schools could take should a critical incident occur. The guidance in this document is provided following wide consultation with teachers in all school phases and with City Council officers.

This document is in two further sections:

## **Section 2**

Consists of Action Sheets which will help to guide head teachers and senior managers through the steps they should take in the event of a critical incident.

## **Section 3**

Consists of Information Sheets which are provided for reference and cover a wide range of issues related to critical incident management.

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## **Section 2: Action Sheets**

### **A1 Action Sheet: Immediate Actions**

#### **1. Obtain factual information.**

**What** has happened? **Who** is involved? **Where** and **when** has this taken place?

If the incident is away from school, what is the location and what is the name and contact number of an appropriate adult at the site.

Any injuries - children/staff?

#### **2. Contact Emergency Services required. Time.....**

Police

Fire

Ambulance

#### **3. Evacuate school, if safe and necessary.**

#### **4. Arrange staff to look after pupils.**

#### **5. Allocate an incident management room with a dedicated phone line if possible.**

#### **6. Contact City Council Officers (during school hours)**

## **IN THE EVENT OF A CRITICAL INCIDENT (during school hours)**

For all critical incidents during school hours please contact the relevant manager below.

First point of contact (term time between 8.30am and 4.15pm) - School and Governor Support 0121 3032541.

If not available please contact: Education Psychology

Tel: 0121 303 0100 Mobile: 07766 925152

## **FOR ALL CRITICAL INCIDENTS OUTSIDE OF NORMAL SCHOOL HOURS**

First point of contact: BCC's CCTV Control centre - call 0121 303 4149 and ask for the Resilience Duty Officer.

Phone the Press Office out of hours number: 0121 303 3287.

Dave Yardley, School Support Manager (North) Tel: 0121 464 3174 Mobile: 07881 617187

Kathy McDonough, Acting School Support Manager (Central) Tel: 0121 303 2193 Mobile: 07775 407332

Fiona Chamberlain School Governor Support Manager (South) Tel: 0121 303 8394

## **OTHER POSSIBLE CONTACTS:**

Chair of Governors Sean Delaney: 07866 739844

Police 0845 113 5000

Local Casualty - Queen Elizabeth Hospital 0121 627 2000

Birmingham Children's Hospital 0121 333 8506

Children's Advice and Support Service (CASS)

0121 303 1888 (or Emergency Duty Team on 0121 675 4806 out of office hours)

Local Religious Groups Voluntary Agencies and any other additional contacts

## **Other Useful Contacts:**

**School and Governor Support** - 0121 3032541 (first point of contact during school hours)

**Birmingham CCTV Control Centre** - 0121 3034149 (first point of contact during out of school hours)

**City Council Press Office (during normal office hours)** Sarah Kirby, Press Officer 0121 303 3885 / 07920 088571

**Education Safety Services Communications Team** Business Support Press Office

0121 464 8564, 0121 303 2420, 0121 303 3287

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**Chair of Governors - Sean Delaney:** 07866739844

**Police** 0845 113 5000

**Educational Psychology Service** Amanda Daniels, or any Senior Educational Psychologist 0121 464 1364 07766 925152. Or 0121 303 3287.

**Education Early Help and Safeguarding Team** - 0121 3032291/07912 793668

**BCC Safety Services** - 0121 303 2450/0121 3033736

**7. Contact families of those involved. Give emergency contact numbers as necessary.**

**8. Complete incident log proforma.**

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## **Emergency Contacts and Procedures**

### **Rat Poison: Call 999**

Action - call Take Pest Control file with you to hospital.

Inform Head Teacher, Deputy Head and Office.

### **Gas Leak**

Location: Boiler room, gas meter in Bunker in Yard.

Action: Shut off valve in outside bunker in yard. EVACUATE building. DO NOT touch anything electrical.

Contact: Opus Energy 0800 111999 Immediately.

Meridian 24hr call out 07970 089476

### **Water Leak - Severn Trent Emergency No: 0800 7834444**

**Children's Toilets:** Turn off stop tap and contact office. Stop tap is above cisterns on left hand side

**Visitors' Toilet:** Turn off stop tap. Action: Contact office. The stop tap is behind toilet on left hand side.

**Creative Area:** Turn off stop tap Contact office. Stop tap location is under the sink.

**Kitchen:** Action turn off stop tap. Contact office. Stop tap location under the sink

### **Electrical Fault**

Location - Electric meter in resources room. Action - non emergency contact Pete Haddock (BSS) 07896 233498. Emergency contact - ring 105. Inform Head Teacher Yvonne James, Deputy Head Teacher Laura Foster of the office.

### **Meridian 24 hour call out**

07970 089476



## A2 Action Sheet: Subsequent Actions (Hours/Next Day/Within One Week)

### Within hours:

Contact Chair of Governors.

*Chair to establish cascade to inform other governors as appropriate.*

Head/Deputy meet with emergency services and support service personnel.

Decide which staff are going to do what tasks and when.

Prepare written statement and letters for parents covering the following points:

- Factual information about the incident;
- What the school has already done;
- What the school intends to do in the next few days (e.g. meeting for parents);
- Where parents can find out more information (e.g. helpline);
- Practical information (e.g. closure / re-opening of school);
- Promise of further information in the near future (e.g. special assembly).

*Consult the press office for advice. The statement can be used for informing the media and general public.*

### Within 1 day

Call a meeting for staff to give detailed factual information about the incident.

Phone parents of children directly involved and send letter to all parents giving a statement about the incident

Inform pupils appropriately about incident in small groups in consultation with EPS and other involved support services [if police allow]. *Groups should be small if possible, ideally no more than 10 pupils.*

If any child has died in the incident - see Section 32 of the Birmingham Safeguarding Children Board (BSCB) child protection procedures which can be found at [www.lscbbirmingham.org.uk](http://www.lscbbirmingham.org.uk)

### Within 1 week

Arrange further meeting for involved staff to explore lessons learned (when police allow)

Consult EPS and other involved support services concerning care and support for pupils involved in the incident in consultation with support service (when police allow)

Promote some discussion in classes (with support services if required). *Try to achieve a balance between responding to children's emotional needs while aiming to get things back to normal.*

Identify high risk pupils and staff (i.e. those who appear to be profoundly affected by the incident) in conjunction with support services

Identify any other needs for group or individual intervention / support

Organise intervention / support as appropriate, in conjunction with support services

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**A3 Action Sheet: Incidents Occurring Away From School During Term Time,  
eg School Trips.**

***STAFF ON TRIPS OUTSIDE SCHOOL SHOULD REFER TO EXISTING SCHOOL POLICY IN AN  
EMERGENCY. 'Head' refers to head teacher or person nominated to deputise.***

Head obtains factual information Date logged Time logged about the incident
Head establishes communication link with emergency services Time logged
Establish phone/ fax lines to be used <i>Ensure these are likely to be free</i>
If school closure is to be considered, inform pupils and parents via the media if outside school hours

Note: Birmingham City Council's Policy and Guidance for Educational Visits and Learning Outside the Classroom 2015 advises schools to refer to the Outdoor Education Advisers Panel National Guidance documents: 4.1a "Off Site Visit Emergencies: The Employer's Role" 4.1b "Off Site Visit Emergencies: The Establishment's Role"; 4.1i "Emergencies and Critical Incidents - An Overview"  
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#### **A4 Action Sheet: Incidents Occurring Away From School During Vacation**

**(Home Or Abroad)**

*N.B. 'Head' refers to head teacher or person nominated to deputise.*

Head to decide role school should play following an incident (e.g. Information point for parents; centre where parents can meet etc.)
Consider opening the school in order to facilitate information flow to families and pupils and to organise support for them
Head to consider whether incident serious enough to warrant his/her travel to the scene
Head to liaise with City Council contact officers (See Action Sheet A1)
Head to consider management of pupils returning to school after the vacation in terms of first assembly, memorial services etc. with advice from support staff as required

Note: Birmingham City Council's Policy and Guidance for Educational Visits and Learning Outside the Classroom 2015 advises schools to refer to the Outdoor Education Advisers Panel National Guidance documents: 4.1a "Off Site Visit Emergencies: The Employer's Role" 4.1b "Off Site Visit Emergencies: The Establishment's Role"; 4.1i "Emergencies and Critical Incidents - An Overview"  
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#### **A5 Useful Contacts**

**School and Governor Support** - 0121 3032541 (first point of contact during school hours)

**Birmingham CCTV Control Centre** - 0121 3034149 (first point of contact during out of school hours)

**City Council Press Office (during normal office hours)** Sarah Kirby, Press Officer 0121 303 3885 / 07920 088571

**Emergency Duty for out of hours** Emergency Duty Press Officer on duty at the time 0121 303 3287

**Education Safety Services Communications Team** Business Support Press Office

0121 464 8564 0121 303 2420 0121 303 3287

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**Chair of Governors - Sean Delaney:** 07866739844

**Police** 0845 113 5000

**Educational Psychology Service** Amanda Daniels, or any Senior Educational Psychologist 0121 464 1364 07766 925152. Or 0121 303 3287.

**Education Early Help and Safeguarding Team** - 0121 3032291/07912 793668

**BCC Safety Services** - 0121 303 2450/0121 3033736

## Section 3: Information Sheets

### Role of Emergency Services and Other Support Services

In any critical incident, the involvement of the emergency or 'blue-light' services is crucial and their role is of paramount importance. Police, fire, ambulance and coastguard have priority over all other outside agencies.

In the event of a **major emergency**, which is thankfully extremely rare, affecting a proportion of the city (e.g. an air crash), the **Birmingham Resilience Team (BRT)** which is made up of officers from the City Council, the Police, Fire Services and the NHS will co-ordinate responses in conjunction with the emergency services.

The Home Office Publication 'Dealing with Disaster' Revised Third Edition 1 details the following responsibilities of the emergency services:

**Police:** The police will normally co-ordinate all the activities of those responding at and around the scene of a land-based emergency. The saving and protection of life is the priority, but as far as possible the scene must be preserved to provide evidence for subsequent enquiries and possibly criminal proceedings. Once life saving is complete, the area will be preserved as a scene of crime until it is established as otherwise (unless the emergency results from severe weather or other natural phenomena and no element of human culpability is involved). Where practicable the police, in consultation with other emergency services and specialists, establish and maintain cordons at appropriate distances. Cordons are established to facilitate the work of the other emergency services and support organisations in the saving of life, the protection of the public and the care of survivors.

#### **Fire:**

The primary role of the fire service in a major emergency is the rescue of people trapped by fire, wreckage or debris. They will prevent further escalation of an incident by controlling or extinguishing fires, by rescuing people and by undertaking other protective measures. They will deal with released chemicals or other contaminants in order to render the incident site safe or recommend exclusion zones. They will also assist the ambulance service with casualty handling and the police with recovery of bodies.

The fire service is likely to take the lead on health and safety issues for personnel of all agencies working within the inner cordon. However, in the event of any situation which is, or which is suspected to be, the result of terrorism, police will assume overall control and take initial responsibility for safety management, but the main responsibility for rescuing people and saving lives remains with the fire service.

1 "Dealing with disaster, Revised Third Edition", Cabinet Office, 2003, ISBN 1-874447-42-X

<http://webarchive.nationalarchives.gov.uk/20050523205851/ukresilience.info/contingencies/dwd/index.htm>

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#### **Ambulance:**

Ambulance services have responsibility for co-ordinating the on-site National Health Service response and determining the hospital(s) to which injured persons should be taken, which may depend on the types of injuries received. The officer of the ambulance service with overall responsibility for the work of the ambulance service at the scene of a major incident is the Ambulance Incident Officer (AIO). The ambulance service, in conjunction with the Medical Incident Officer and medical teams, endeavours to sustain life through effective emergency treatment at the scene, to determine the priority for release of trapped casualties and decontamination in conjunction with the fire service, and to transport the injured in order of priority to receiving hospitals. The ambulance service may seek support from Voluntary Aid Societies (British Red Cross, St John Ambulance and St Andrew's Ambulance) in managing and transporting casualties.

#### **Coroner:**

Coroners have responsibilities in relation to bodies lying within their district who have met a violent or unnatural death, or a sudden death of unknown cause. They have to determine who has died, how, and when and where the death came about. This function is regardless of whether or not the cause of death arose within their district. They normally undertake this duty at a formal inquest (though if the incident results in a public inquiry chaired by a judge, a full inquest. In a few tragic cases, it has been known for the Coroner's Office to contact schools or other establishments and services for information. This has usually been where identification of children

has proven difficult or impossible, particularly after a fire. It might be the case that the coroner is sparing the parents' feelings by obtaining information that might help identify children from another source but staff and managers are not immune from the effects of realising the full horror of a tragedy and have sometimes found such enquiries very distressing. It is particularly important that colleagues talk through their feelings about this either with a trusted colleague or a trained counsellor.

#### **Health Services:**

Clearly, medical and para-medical personnel are present at major emergencies involving death, injury or trauma and provide follow up treatment and care. The clinical psychology service also can provide counselling for people suffering trauma in the aftermath of critical incidents in the community.

#### **People Directorate - Key Roles:**

In the event of a major emergency, declared as such by the Chief Executive, the People Directorate's role is to provide short term practical support and assistance to victims, relatives and friends in rest centres and elsewhere. This includes emergency housing, feeding, transport as well as listening and giving emotional support. Should the emergency take place in a school, staff who primarily deal with adults would work closely with children's services to co-ordinate their input and draw on their specialised skills and abilities. In the longer term, the Directorate may provide specialised counselling services to victims.

**The Strategic Director - Directorate for People** will link directly with the City Council Emergency Planning Officer in the event of a major emergency affecting the city.

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Of key importance are the following:

- to ensure that the social and psychological support services include staff who have a special understanding of the needs of children, and are able to work with them and with those who are in daily contact with them, including parents, teachers and youth workers;
- to ensure that staff in schools directly affected by disasters are given adequate support in order to help the children and their families;
- to organise appropriate support for all staff members.

**The Director or Assistant Director will identify a lead officer who will...**

- co-ordinate the input of Children's Services to schools following a critical incident. **Schools should contact this officer as soon as possible following a critical incident;**
- inform all services of their respective roles in helping schools following critical incidents;
- ensure all support services receive appropriate training and that this is regularly updated;
- be responsible for informing schools about disruption to normal services from support services while these are responding to a critical incident;
- liaise with the relevant School Support Manager with respect to communication with the media, governors and parents.

**The lead officer for Educational Psychology will...**

- ensure consultation is provided on the management of the aftermath of the critical incident for the head teacher and senior staff;
- assist the head teacher to decide what information to provide to staff, pupils and parents and how this could be communicated;
- ensure staff are advised and supported in managing distressed pupils, colleagues and parents;
- liaise closely with other support services working within the school;
- provide advice on such issues as *'getting things back to normal'* and commemorating the event;
- arrange for appropriate support for staff and pupils affected on a group or individual basis as considered appropriate;
- in consultation with the social care colleagues and health service officers, arrange for direct crisis counselling for pupils and staff if appropriate;
- arrange for direct psychological advice to staff on the management of children following a critical incident if considered appropriate by the school;
- where required, ensure a recording system is in place to log work being done by support services in school and indicate outstanding tasks for them to complete;

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- consult with psychiatric and other health services as appropriate;
- negotiate with the head teacher the extent of Educational Psychology involvement following a critical incident and, where needed, ensure long term help is arranged for pupils and staff affected.

**Family Support Teams will...**

- provide a single contact of contact for professionals and members of the public who want to seek support or raise concerns about a child.

**The Press Office will...**

- deal with all enquiries from the news media;
- attend the school if necessary and deal directly with reporters.

**Birmingham City Council Health and Safety Team will...**

- undertake accident Investigation;
- support you in undertaking post incident risk assessments;
- review site security;
- liaise with and provide support in dealings with Enforcement Authorities (Police, HSE, Fire).

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**Possible Effects of Critical Incidents: Pupils and Teachers**

The effects of critical incidents vary considerably depending both on the nature of the incident and on the age, background and personality of the individual. Effects can range from mild through to severe, may be immediate or delayed and may last a very short time or persist for many years. The following are the main effects commonly reported by people who have experienced a traumatic event (Yule & Gold, 1993):

- i) Recurring intrusive recollections of the traumatic event such as in dreams and flashbacks. Some people simply cannot 'get it off their minds' but others describe sensations of actually reliving the event including sights, sounds and smells associated with it, together with a 'replay' of the emotions they experienced at the time.
- ii) Persistent avoidance of stimuli associated with the trauma. This might be avoidance of a classroom where an event took place or of objects that were a key feature during the event, particularly weapons such as knives. This apparent fear can generalise to relatively harmless objects such as table knives.
- iii) Symptoms of increased arousal, characterised by hyper-vigilance, increased startle reactions, sleep difficulties, irritability, anxiety and hyperactivity.

It should be stressed that the above are natural human responses to extraordinary events and are part of our survival mechanism whereby our bodies are in a state of preparedness for 'fight or flight'. Because of the bewildering emotions generated which are outside the usual pattern of experience, individuals may need a lot of reassurance that they are not 'going mad' and about the likelihood that these extreme emotions will subside. While not conclusive, there is a body of evidence which suggests that psychological debriefing and skilled counselling substantially helps the process of adjustment (Dyregrov, 1999). However, some individuals experience profound effects which are relatively long lasting and these are sometimes described by doctors as suffering from *Post Traumatic Stress Disorder*. While the majority respond to treatment, it has to be said that some who witness horrific events continue to suffer symptoms for the remainder of their lives. The effects of a traumatic event are very similar for children and adults. The main difference noted is that for young children, periods during which intense grief reactions are displayed can be shorter than for adults, tears turning to laughter within a few moments but just as quickly back to tears again (Wells, 1995). While children can be more easily distracted from their grief, the total period of adjustment or grieving may be just as long and in some cases much longer than for adults who will at least have some experience to which they can relate or compare their sense of loss. Very young children (Nursery through Key Stage 1) may have difficulty with the very concept of death, for example, and some writers have observed children searching for their 'lost' friend (Wells, Op. Cit.). They may also have difficulty expressing their feelings verbally but may benefit from being allowed to express themselves in drawing, painting or modelling with plasticine. Some children may become aggressive towards peers or adults, giving vent to feelings of anger in physical ways. For many young people (and adults for that matter) there are likely to be feelings that are altogether difficult to express in any way. For example, some girls who were subject to a hostage-taking incident at a Birmingham school hinted at a

sense of loss of innocence and childhood in phrases such as 'Life will never be the same again', 'I'll never feel as safe as I was before', 'I can't trust people any more' and 'The world seems much more dangerous now'. School staff have the additional difficulty of having to balance the need for sensitivity to avoid upsetting children while dealing with their own emotions and fulfilling their normal roles. There can be a difficulty of getting a proper balance between responding to individual needs with sensitivity on the one hand and restoring a sense of normality in the school on the other. It is particularly important that teachers are able to get support from each other, from senior management and from outside agencies to help them through difficult periods.

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Possible difficult situations for staff:

- Reading the class register from which name(s) are now missing
- Children showing signs of upset
- Uncharacteristic behaviours from a class, for example, excessive talking
- Leaving the empty chair/spaces in the classroom
- Handing back books/belongings to a bereaved family
- Dealing with requests from the Coroner's Officer, for example, for shoes or clothing to assist in identification

Possible effect on pupils:

- Pupils may need a particular member of staff to be available with whom they can talk about particular problems. It is helpful for times of availability to be given.
- Pupils often feel they have a "real" ownership of issues surrounding a death because of their close attachment to the deceased pupil(s).
- Some pupils may need reminding that final decisions about some issues must rest with the family of the deceased or injured.
- Open mourning can communicate distress to other pupils less affected by a specific tragedy.
- Some children in the neighbourhood may be affected because of their social links with the victims of an incident.
- Many pupils feel upset but may show it at different times, in different ways and in different places.
- Typical reactions can include tearfulness, withdrawn behaviour, anger and aggressive outbursts, inattentiveness, denial, inappropriate humour.
- Recurring grief can be triggered by an apparently unrelated incident.

### **Possible Effects of Critical Incidents: The Organisation of the School**

In the immediate aftermath of a critical incident in a school, the normal functioning of the school may be severely disrupted. If there have been casualties, the emergency services will need to administer first aid and to ensure seriously injured people are taken to hospital. The police will then wish to protect the evidence available to ensure culprits are tracked down and prosecuted. Pupils and staff who were witnesses may need to be questioned. The remaining pupils in the school will need to be briefed as to what has occurred and parents will need to be contacted if pupils are to go home. The head teacher may need to make a decision on closure of the school and re-opening. This will depend on the particular circumstances but there are many arguments for keeping schools open following a critical incident if this is practicable. Pupils, staff and parents may benefit from the mutual emotional support of being together. Also if people are together, debriefing can be offered. Head teachers may also need to consult Legal Services personnel for guidance in the event of possible allegations of negligence. Media interest will also need to be managed. Even when the incident has taken place away from school such as a traffic accident involving a school bus, there will be much for senior staff to manage. Pupils (and staff) may be in a distressed state and unable to settle to work. At an organisational level, consideration needs to be given to responding to the needs of upset pupils and staff but in such a way that the school returns to something resembling normality as soon as possible. Where a critical incident management plan has been drawn up in advance of a disturbing event, many of these issues will have been considered and staff will be clear about procedures and about the roles to be played by all concerned. However, it is impossible to plan for all eventualities and senior staff may need to call on

outside help and advice. Similarly, in preparing for supporting schools faced with such an incident, City Council services should be clear about their respective roles and there should be a high level of co-ordination of support. The framework for this support and the roles of the various services is described on the useful contacts list (see Action Sheet A5).

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## **Critical Incident Management Plan for Selly Oak Nursery school**

### **1. Definitions**

A 'Critical Incident' can be defined as ...

**An event or sequence of events affecting pupils and / or teachers which creates significant personal distress to a level which potentially overwhelms normal responses, procedures and coping strategies and which is likely to have serious emotional and organisational consequences.**

Additionally, a critical incident may...

- happen inside or outside school;
- involve severe injury or death to pupils, staff, parents or members of the local community;
- involve no physical injury but emotional trauma;
- involve one pupil, one member of staff, or, at the other end of the scale, hundreds.

Critical incidents may include:

- Fatal road traffic accidents involving pupils or staff
- Death or serious injuries on school trips or on school premises
- Pupil suicide

A critical incident will almost inevitably disrupt school functioning. This guidance, while precipitated by very serious incidents, includes advice about appropriate levels of response to incidents which are less dramatic and arguably of lower priority. Several head teachers, during the consultation period, maintained that such lower level incidents could nevertheless have a marked effect both on the efficient functioning of the school and upon individuals and groups involved. Suggested definitions of a critical incident will help the head teacher to put any action plan into operation.

### **Critical incident (in order of severity)**

#### **Level 3: Major Incident**

Level 3 cover an incident affecting the wider community which could have a significant impact on the school; likely to be declared a major incident by a category 1 responder; School closure may be necessary dependent on nature and proximity of emergency. The Birmingham City Council Resilience Team will be involved as part of a multi-agency response. Examples include:

- > Serious road or rail accident/spillage
- > Aircraft crash
- > Factory explosion
- > Terrorist action
- > A Flu epidemic or viral infection leading to national alert

**Community** critical incidents such as the Lockerbie air crash (1986), the Hillsborough football stadium disaster (1989), or a disturbance such as the civil unrest in Lozells (2005) and the riots in Birmingham city centre (2011). Tragedies which happen abroad can impact on whole communities in this country, such as 9/11 (2001) and the Asian/Boxing Day Tsunami (2004).

Levels 2 and 3 are distinguished on how wide-spread their possible effect may be and the action that needs to be taken, not necessarily their potential severity.

While Birmingham City Council's response and coordination is likely to take effect on the two higher levels, it is considered worthwhile to notify them at a Level 1 in case the incident escalates.

## Level 2: Emergency

### **High Priority - Action Plan Immediately Put Into Operation (See Action Sheet A1)**

**A large scale or major incident which impacts on the whole school and local community and which results in major involvement of one or more emergency services.**

An unexpected event either within the school or outside of the school that is likely to cause some disruption to the school's functionality; likely to pose a real threat of, or actual injury or death, and requires urgent and significant support from LA and other agencies. Examples include:

- A deliberate act of violence (e.g., knife or firearm)
- School fire or laboratory explosion
- Hostage situation
- Gas leak/chemical leak
- Destruction or serious vandalism of school premises
- Death of a pupil or staff member
- Transport accident involving a large number of pupils/staff
- Civil disturbance or terrorism
- Epidemic concerns

## **Level 1: Incident**

An incident that can be managed within the school but may require some support from Birmingham City Council or other agencies; no immediate threat to life but may cause some disruption to the daily routine of the school. Examples include: ICT failure, water leak, local industrial action, failed heating system or supply failure (power, gas or water).

## **2. Advance Measures**

Whilst schools cannot prepare for every eventuality, there are steps which can be taken in order to provide reasonably smooth responses to an incident.

- Senior staff should familiarise themselves with the School Security Strategy document, in particular such aspects as public access to the school and the provision of identification badges to all visitors, together with their own assessment of risk.
- Consider a general risk assessment of potential hazards in and around the school and what steps might be taken to minimise those risks.
- Each school should outline their own Critical Incident Management Plan which is communicated to all staff and governors. This will detail procedures for responding to incidents inside and outside school.
- Schools should maintain and regularly update a list of the next of kin of all pupils and staff and where to make contact with them in the event of a critical incident. Where pupils and staff are off the school site, a duplicate list should remain on the school premises. The importance of accurate information should be reinforced in communication from schools to parents and carers.
- A **Critical Incident Management Team (CIMT)** is established with members having key roles to play in a critical incident—see grid.
- The Head Teacher/Deputy is the designated spokesperson. Support and advice will be provided by the Council's Press Office.
- A list of any pupils out of school on visits or placements on any day will be kept on the school premises.

- The Head Teacher has an arrangement with Tiverton Academy to use their premises in the case of an emergency or critical incident.
  - Basic information such as contained in this resource is updated regularly, retained in an accessible place and key staff are familiar with its contents.
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- Plan for school evacuation if required.

A CIMT is responsible for the following:

- Establishing a duty rota for staff
- Co-ordination at the incident scene together with emergency services
- Collecting accurate and up to date information on the incident
- Working with the Council’s Communications Teams (depending on SLA with academies) to agree a mechanism for disseminating appropriate information for both teaching/clerical staff and pupils and organise the response to the media
- Ensuring content on websites (internal and external) is appropriate and reflects cleared messages
- Making decisions about who is keeping contact with the parents of dead/injured children (bear in mind this contact may continue for some time)
- Establishing parental wishes regarding the nature of the information to be given in school; i.e. funeral, memorial services
- Close liaison with any outside agencies involved. Consider arranging for information sharing with other schools (attended by siblings, relatives or close friends)
- An awareness of the effects the incident is having on other staff – including regular staff briefings
- Designating someone to respond to any contacts made by parents not directly affected by the crisis
- Organising basic provisions – food, drinks, paper tissues, writing / drawing materials, availability of medical assistance
- Ensuring safety procedures are followed
- Dealing with the return to “normality”
- Maintaining a log of all issues, actions and decisions in the approved format

<p>Where will staff and pupils assemble?</p>	<p>Depending on the site of the incident, the school will follow the Emergency Evacuation Plan. In the event of an incident at the front of the School we will exit via the back gate In the event of an incident at the back of the School we will exit via the Front door or the Forest School gate or the house yard</p>
<p>Who is responsible for collecting registers?</p>	<p>See evacuation plan - PB/PM</p>
<p>Who will check the registers?</p>	<p>See evacuation plan - staff</p>
<p>What other items should the designated members of staff take with them if possible?</p>	<p>Plan of building Texting service can be accessed at Tiverton Academy Mobile Phone YJ/LF or designated lead Grab bag with emergency supplies Emergency red file</p>
<p>Who will send out the text?</p>	<p>Lockdown 1: Selly Oak Nursery School is in a lockdown situation. Your child is safe with their key Workers. Phone and Entrance areas are not staffed, external doors are locked. Lockdown 2: No one will be allowed in or out. We will contact you again once it is safe to do so. Emergency services have been notified. Your child is safe.</p>

What will be the all clear signal?	Advice will be taken from the Emergency Services and the LA
If required what could function as an incident room?	Tiverton Academy Bournbrook and Selly Oak Social Club Elim Church Designated LA site
Selly Oak OSC	See OSC appendix at the back of document for more details

### 3. Role Clarification for School Staff

Distress occurs both to individuals involved in any traumatic incidents and to those involved in a helping capacity, whether school staff or outside agencies. For the best humanitarian reasons people often rush to situations where they feel they are needed but working within any traumatic situation is not easy and should be treated with caution. Ideally, it should be carried out by those who are personally robust enough to cope with the pressures and who have received further training. Access to professional colleagues for 'debriefing' or other appropriate forms of support can be very helpful if further 'casualties' are to be avoided. Head teachers and managers of support services must take responsibility for ensuring this is provided. Schools should ensure all staff are aware of and trained around their critical incident policy and procedures.

The head teacher or designate will be required to:

- Inform other staff that the action plan is being carried out
- Contact involved parents
- Inform pupils of what has happened in as small groupings as possible
- Inform other parents by letter
- Contact and liaise with support services
- Handle enquiries
- Liaise with City Council Press Office
- Talk to the media, if necessary
- Organise meetings with other staff
- Ensure safety and security of the school building
- Establish priorities for counselling
- Manage the system for recording who has been seen and in what order

### 4. Review

Any critical incident plan will be reviewed annually with all staff, in conjunction with the support services as necessary, taking account of any direct experiences of critical incidents. The City Council will endeavour to provide feedback to schools based upon accumulated experiences across the city as a whole.

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### 5. Training

Head teachers may need to consider appropriate training for staff who have expressed a wish to be involved in this type of work. Such training could include full First Aid courses, aspects of bereavement, group debriefing etc. Educational Psychologists, Welfare Officers and Health and Safety Advisors may be consulted about the training needs of the school.

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### Bereavement and Loss

Children, like adults, can respond very differently to death or loss. Below are some of the possible reactions to loss but it is important to stress that some children may not show any of these at all while others display many. Age, development and personality are important factors but the quality of support they receive from family, friends and significant adults such as teachers may also affect the extent or duration of any reactions.

### Possible Reaction to Loss

Behavioural effects:

Any sudden change in behaviour including clinging, regression to younger behaviour patterns, obsessive or repetitive talking, lack of compliance, drug or alcohol abuse, avoidance of others and school refusal.

**Cognitive Effects:**

Confusion about the event, difficulty in sequencing events, indecisiveness, poor concentration, loss of memory, loss of judgment and reasoning skills, decline in intellectual and academic functioning.

**Physical Effects:**

Headaches, shock, shivering, constriction of the throat, disturbed sleep, tiredness, loss of appetite and loss of physical control.

**Emotional effects:**

Depression, anxiety, anger, guilt, irritability, increased dreams/nightmares, fear of recurrence of the event, hyper-vigilance and over-concern for others.

### **Socio-Cultural Issues**

The culture, spiritual beliefs and life experiences of children determine in part their attitude to death or loss, which may be very different from the Western European view. It is important to be sensitive to these issues and avoid advice or suggestions which could conflict with views of the family or community as a whole. Building up a store of knowledge about these beliefs of pupils in the school will help to ensure sensitivity of staff at times of a critical incident. If a school requires advice on the cultural, religious or language needs of pupils and families in the aftermath of a critical incident, please raise this with the first point of contact who will be able to advise on appropriate resources.

### **Patterns of Grief and Mourning**

Once again, it is important to recognise that people differ greatly in how they grieve or mourn for a lost friend or family member. There are no hard and fast stages that individuals inevitably go through and while some come to terms with loss relatively quickly, for others the process can take several years. However, below are some of the *possible* feelings which children and adults may experience.

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**Immediate after effects:**

May include shock, numbness or denial.

**First few weeks and months:**

Anxiety, guilt, anger, loneliness and yearning.

Anger may be directed at anything or anyone, including oneself, for perceived failure to act in some way that might have prevented what happened. There may be regret that there will no longer be an opportunity to say or do something with the lost friend or classmate. There are often feelings of guilt that one did or did not do something that might have made a difference in their final days. Some people may acknowledge at one level how irrational such feelings are but cannot help them occurring.

**Subsequent months:**

Depression, sadness, apathy but also for many the start of acceptance, particularly if support is available.

**Longer term:**

Acceptance and adaptation. This is when the feelings are no longer so intense and the individual is reconciled to new circumstances. It is characterised by being able to think of the deceased person without pain.

### **Responding to Bereaved Children**

The age and level of cognitive development of the child can determine the length and form of response to a traumatic incident in their life. A 7 year old child may take longer to come to terms with loss than an adolescent if she/he does not have an appropriate level of understanding to appreciate the significance of the loss.

With young children (Foundation and KS1), it can be extremely helpful for someone with whom the child feels comfortable and safe to provide reassurance and explanations of the loss in terms they can understand. By around the ages of 5 - 6 years, most children are beginning to understand that death is irreversible and involves permanent separation. Due to their lack of experience however, some may find it hard to understand what has happened and may misconstrue events. In these early years, children may be very ego-centric and feel personally responsible for the event (e.g. 'If I hadn't been naughty, Auntie wouldn't have died'). Honest answers to questions are helpful to all ages but it is particularly important here to correct misunderstandings or false, exaggerated perceptions of what happened. In general, research suggests that people come to an acceptance of loss if they are

able to talk about their feelings and express their emotions in some way. Some children may need help in expressing their feelings and teachers can be very helpful in providing them with appropriate outlets through, for example, writing, playing music, art, sport or drama. Older children can benefit greatly from someone who is simply prepared to listen, understand and reflect on their expressions of emotion. This may be an adult but peers can be equally if not more important supporters for adolescents. It is important for adults to be guided by the child, being available when they wish to talk but respecting their right to silence. Letting the child know you are available and are there to help can be very reassuring.

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## **Memorials**

The nature and severity of the incident will determine not only the levels of media interest but the community reaction. The school (or in some specific circumstances the Local Authority) may be a natural focus for organising a memorial or other remembrance services.

A memorial service provides an opportunity for those affected to share their grief with others and can be an important part of the grieving and healing process.

Undertaking a fitting memorial is a delicate balance and should consider:

- Parents' wishes
- Introducing a book of condolence
- Establishing a condolence website
- Consultation on memorial design
- Possible location of a school memorial (the local community may wish to be involved)
- Holding a school based memorial service - preferably including pupil contributions if appropriate
- The impact of anniversaries/birthdays
- Public inquiry or litigation will provide reminders and media attention
- Maintaining contact with the media
- Keeping other parents and the community informed (where appropriate)

In the event of a large scale, or high profile incident the memorial often has an important national as well as local role and is likely to receive extensive media coverage. For those reasons, it is important to consider the organisation and structure of such events very carefully, covering such aspects as timing, invitations, representation and conduct.

Preparations for such occasions should involve all relevant faith communities, representatives of the bereaved, extensive involvement with the Council, the local community, dignitaries, the police and those who provided different aspects of the response.

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**Psychology in Practice**, London, Fulton

Capewell, E. (1992) **Disaster: The Role of Education. Home and School**. March 3-12.

Johnson, K. (1989) **Trauma in the Lives of Children**. Alameda, Hunter House

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## **Resources for Schools**

### **BOOKS FOR STAFF:**

• **'The Critical Incident Management Handbook for Schools'**. (2011) By Rae.T. Pub. Optimus

ISBN- 978-1-906517-47-2

• **'Wise before the Event'** (2006) Yule W. and Gold A.

Pub: Calouste Gulbenkian Foundation.

ISBN 978 0 903319 66 9

• **'Grief in Children. A Handbook for Adults.'** (1992) Dyregrov, A.

Pub: Jessica Kingsley

ISBN 185302-113-X

• **'Supporting young people coping with grief, loss and death.'** (2006) Weymont D. & Rae, T.

Pub: Sage

ISBN 1904315429

• **'The Forgotten Mourners'** (1991) Smith, S.

Pub: Jessica Kingsley

ISBN 1853027588

• **'Loss, change and grief: An educational perspective.'** (1999) Brown, E.

Pub: David Fulton

ISBN 1853464651

• **'Good Grief - 1: over 11s and adults'** (1995) Ward, B.

Pub: Jessica Kingsley

ISBN 9781853023248

• **'Good Grief - 2: under 11s'** (1996) Ward, B

Pub: Jessica Kingsley

ISBN 9781853023408

• **'How to cope with childhood stress. A practical guide for teachers'** (1993) Eds. Alsop P. &

McCaffrey. T.

Pub: Longman

ISBN 0582219531

• **'Bibliotherapy for bereaved children'** (2001)

Pub: Jessica Kingsley

ISBN 1843100045

• **'How it feels when a parent dies'** (1988) Krementz, J.

Pub: Gollancz

ISBN 0394758544

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• **'Helping children cope with grief'** (1998) Wells, R.

Pub: Abingdon Press

ISBN 0687854709

• **'A teacher's handbook of death'** (2002) Jackson, M. & Colwell, J.

Pub: Jessica Kingsley

ISBN 1843100150

• **'Home-made books to help kids cope: an easy to learn technique for parents and professionals'** (1992) Zeigler, R.

Pub: Magination Press

ISBN 0945354509

• **'Helping Children to manage loss'** (1998) Mallon, B.

Pub: Jessica Kingsley

ISBN 1853026050

• **'Helping Children Cope with Separation and Loss'** (1994) Jewett, C.

Pub: Free Association Books.

ISBN 0713477660

• **'Giving Sorrow Words; Managing Bereavement in Schools'** (1999) Killick, S. & Lindeman, S.

Pub: Lucky Duck. (Includes video).

ISBN 1873942729

• **'Grief in school communities'** (2003) Rowling, L.

Pub: Open University

ISBN 033521116X

#### **BOOKS FOR PRIMARY CHILDREN**

• **'What Happens when Someone Dies?'** (2008) by Yarborough.T. Pub. Authorhouse

ISBN - 13:978-1434396679

• **'Samantha Jane's Missing Smile: A Story about coping with the loss of a parent'** (2007) by

Kaplow.J., Pincus.D. & Spiegel.B. Pub. Magination Press

ISBN- 13:978-1591472089

• **'When Uncle Bob died - Talking it through'** (2001) Althea

Pub: Happy Cat Books; New Ed edition

ISBN-10: 1903285089 ISBN-13: 978-1903285084

• **'Badger's parting gifts'** (1992) Varley, S.

Pub: Harper Trophy

ISBN-10: 0688115187 ISBN-13: 978-0688115180

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• **'Remembering Mum'** (1996) Perkins, G. & Morris, L.

Pub: A & C Black

ISBN 0-7136-4432-X

• **'Remembering my brother'** (1996) Perkins, G.

Pub: A & C Black

ISBN 0-7136-4541-5

• **'Am I still a sister?'** (1986) Sims, A.

Pub: Big A & Co.

ISBN-10: 0961899506 ISBN-13: 978-0961899509

• **'Waterbugs and dragonflies'** (1997) Stickney, D.

Pub: Pilgrim Press

ISBN-10: 082981180X ISBN-13: 978-0829811803

• **'How it feels when a parent dies'** (1991) Krementz, J.

Pub: Knopf

ISBN-10: 0394758544 ISBN-13: 978-0394758541

• **'Can Anyone Be as Gloomy as Me?: Poems About Being Sad'** (2005) Toczek, N.

Pub: Hodder Children's Books

ISBN-10: 0340911166 ISBN-13: 978-0340911167

• **'A Taste of Blackberries'** (2004) Buchanan Smith, D.

Pub: Harper Trophy

ISBN-10: 006440238X ISBN-13: 978-0064402385

#### **BOOKS FOR OLDER CHILDREN**

• **'The Grieving Teen - A guide for teenagers and their friends'** (2000) by Fitzgerald.H.

Pub. Simon & Schuster

ISBN - 13:978-0684868042

• **'Straight Talk about Death for Teenagers: How to cope with losing someone you love'** (1993) by Grollman.A.

Pub. Beacon Press

ISBN - 13:978-0807025017

• **'Facing Grief - Bereavement and the Young Adult'** (1991) by Wallbank.S.

Pub. Lutterworth Press

ISBN - 13:978-0718828073

• **'Your friend, Rebecca'** (1990) Hoy, L.

Pub: Red Fox

ISBN-10: 0099312808 ISBN-13: 978-0099312802

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• **'Charlotte's Web'** (1993) White, E. B.

Pub: Penguin

ISBN 014 036 4498

• **'My Brother Joey Died'** (1982) Houston, G. & McLendon, G.

Pub: Messner

ISBN-10: 0671424017 ISBN-13: 978-0671424015

• **'In the Springtime of the Year'** (1977) Hill, S.

Pub: Penguin. (*Suitable 15+*)

ISBN-10: 0140041109 ISBN-13: 978-0140041101

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## Helplines, Counselling and Support

### Staff Support:

Staff who need support for physical and mental health issues can call the Education Support Partnership's Employee Assistance Programme on 08000 562561.

Their confidential, 24/7 Employee Assistance Programme (EAP) helps to manage employee stress, offers specialist counselling and information and helps your staff to feel supported.

It allows staff to provide your whole team with access to professional, confidential and practical support when they need it, so that issues are addressed before they escalate and become problems for the individual, the school and ultimately your pupils.

What does it provide?

We have been in education for over 140 years and our specialist team of counsellors and information experts are fully trained to deal with a wide range of personal and professional issues affecting your staff. It provides:

- confidential emotional support and counselling available 24 hours a day, 365 days a week
- up to six sessions of face-to-face or telephone counselling
- access to online Cognitive Behavioural Therapy (CBT)
- management consultation to support those responsible for managing others
- specialist information on work-life balance
- financial and legal information
- information on local services such as elder care and childcare

### WEBSITES:

#### **EDWARD'S TRUST 'SUNRISE'**

43a Calthorpe Road, Edgbaston, Birmingham B15 1TS

Tel: 0121 454 1705

Email: [admin@edwardstrust.org](mailto:admin@edwardstrust.org)

Website: <http://www.edwardstrust.org.uk/>

*Offers support and counselling for children aged 4-18 years who are bereaved of a sibling, parent or significant carer.*

#### **CHILDHOOD BEREAVEMENT NETWORK**

Address: National Children's Bureau, WeWork, 115 Mare Street, London E8 4RU

Tel: 020 7843 6309

Email: [cbn@ncb.org.uk](mailto:cbn@ncb.org.uk)

Website: <http://www.childhoodbereavementnetwork.org.uk>

#### **WINSTON'S WISH**

Address: 17 Royal Crescent, Cheltenham, GL50 3DA

Phone: **01242 515 157**

Email: [info@winstonswish.org](mailto:info@winstonswish.org)

Website: <http://www.winstonswish.org.uk/>

*Winston's Wish supports bereaved children, their families and the professionals who support them.*

#### **CRUSE BEREAVEMENT CARE**

King Edward Building, 205 Corporation Street, Birmingham B4 6SE

Tel: 0121 687 8010

Tel: 0844 477 9400 (Bereavement Day by Day Helpline)

Email: [birmingham@cruse.org.uk](mailto:birmingham@cruse.org.uk)

*Aims to offer bereavement support to children, young people and families through one to one support, telephone support, home visits and family support groups.*

#### **BEYOND THE HORIZON**

Holy Cross Church Centre, Beauchamp Road, B13 ONS

Tel: 0121 444 5454

Email: [admin@beyondthehorizon.org.uk](mailto:admin@beyondthehorizon.org.uk)

Website: [www.beyondthehorizon.org.uk](http://www.beyondthehorizon.org.uk)

*Supports bereaved children, young people and families through a range of interventions such as counselling, information and resources.*

#### **EDUCATION SUPPORT PARTNERSHIP**

Address: Education Support Partnership, 40A Drayton Park, London, N5 1EW

Helpline: 08000 562 561 (UK-wide)

Email: [support@edsupport.org.uk](mailto:support@edsupport.org.uk)

Website: <https://www.educationsupportpartnership.org.uk/>

A UK charity dedicated to improving the health and wellbeing of the entire education workforce.

#### **CHILD BEREAVEMENT UK**

Helpline: 0800 02 888 40

Email: [support@childbereavementuk.org](mailto:support@childbereavementuk.org)

Website: <https://childbereavementuk.org/>

*Child Bereavement UK supports families and educates professionals both when a baby or child of any age dies or is dying, and when a child is facing bereavement.*

#### **NHS CHOICES**

Website: <https://www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines/>

#### **THE CHILD DEATH HELPLINE**

Tel: 0800 282986 / 0808 800 6019 (additional freephone number for all mobiles)

Email: [contact@childdeathhelpline.org](mailto:contact@childdeathhelpline.org)

The helpline is open every day throughout the year:

Every evening 7.00 pm - 10.00 pm

Monday to Friday mornings 10.00am - 1.00 pm

Tuesday and Wednesday afternoons 1.00 pm - 4.00 pm

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#### **CHILDLINE**

Tel: 0800 1111

Online chat: <http://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx>

24-hour helpline for children and young people in the UK.

Children and young people can call about any problem, at any time - day or night. ChildLine's counsellors are there to help you find ways to sort things out.

#### **ACORNS CHILDREN'S HOSPICE TRUST**

103 Oak Tree Lane, Selly Oak, Birmingham B29 6HZ

Tel: 0121 248 4850

Acorns provides specialist care and support to children and young people who have life limiting or life threatening conditions, and their families. Services are offered through a Community Team who offer support at home which covers emotional, practical and bereavement support.

#### **OPEN DOOR YOUTH COUNSELLING LTD**

2 Greenfield Crescent, Birmingham B15 3BE

Tel: 0121 454 1102 / 0121 454 1116

Open Door provides a confidential counselling and information service for young people.

#### **THE COMPASSIONATE FRIENDS**

Tel: 0345 123 2304

Email: [info@tcf.org.uk](mailto:info@tcf.org.uk)

Helpline is always answered by a bereaved parent and is available 365 days from 10.00 am - 16.00 pm and 19.00 pm - 22.00 pm.

A nationwide organisation of bereaved parents, siblings and grandparents dedicated to the support and care of other bereaved parents, siblings and grandparents who have suffered the death of a child/children.

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#### **RELATE**

111 Bishopsgate Street, Birmingham B15 1ET

Tel: 0300 100 1234 / 0121 643 1638

Relationship Counselling, Sex Therapy, Relationship Education & Training, Counselling for Young People, Family Counselling

#### **THE SAMARITANS**

13 Bow Street, Birmingham B1 1DW

Tel: 116 123

Email: [jo@samaritans.org](mailto:jo@samaritans.org)

Providing 24-hour support to people who are experiencing feelings of distress or despair, including those which many lead to suicide.

**SANELINE**

Tel: 0300 304 7000

Email: [http://www.sane.org.uk/resources/contact\\_us](http://www.sane.org.uk/resources/contact_us)

Support and information about mental health problems. The helpline is available 1pm - 11pm, 365 days a year.

**SURVIVORS OF BEREAVEMENT BY SUICIDE (SoBS)**

Tel: National Helpline: 0300 111 5065 (Available 9am - 9pm every day)

A self-help, voluntary organisation that aims to meet the needs and break the isolation of those bereaved by the suicide of a close relative or friend.

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### Out of School Club Guidance:

#### **Lockdown Instructions for Selly Oak OSC staff (also see full lockdown procedure):**

In the event of a lockdown OSC staff should:

1. In the event of **Selly Oak Nursery School** implementing the full lockdown procedure, pupils will be instructed to go to the Maths room.
2. OSC members will ensure that the toilets and playgrounds are cleared of all pupils, staff members and visitors.
3. Pupils who are outside the school, or not in classrooms, will be led inside as quickly as possible unless this will endanger them and others.
4. When all personnel and pupils are inside, doors and windows are to be securely locked and blinds put down where possible.
5. OSC staff teachers will conduct a register and headcount. Staff will notify the Head Teacher/Deputy/Office Staff immediately of any pupils not accounted for and an immediate search will be instigated, where appropriate.
6. Staff should contact parents using the Teacher2Parents emergency code. Using a device go to [www.eduspot.co.uk](http://www.eduspot.co.uk) - use log in details in emergency folder to log in.

#### How to send lockdown messages:

After logging into Teacher2Parents select 'emails' and then using the 'select menu' drop down menu choose 'Lockdown 1'.

**To choose relevant parents** - on bottom left hand panel select children on site from Nursery 1 or 2 and press 'add'. The selected contact details will appear in right hand panel. Once all parents are selected, click on 'Send Now'.

#### Repeat again for 'Lockdown 2' message.

7. In the event of a full lockdown, once all pupils have been accounted for, the following actions will be carried out by staff members in order to increase protection:
8. Blocking off access points by moving furniture to obstruct doorways etc.
9. Drawing all curtains and blinds
10. Turning off all lights and electronical monitors expressing light
11. Instructing all pupils to either sit on the floor, under a table or against a wall
12. Ensuring all people are kept out of sight and away from windows or door
13. All personnel will remain inside until an 'all clear' signal has been given, unless told to evacuate by the emergency services.

# Selly Oak Nursery School



## APPENDIX TWO: PROCEDURE FOR BOMB THREAT/LOCKDOWN/PARTIAL LOCKDOWN

### Bomb Threats

Calls may be of two kinds:

1. Hoax threats designed to disrupt, test reactions or divert attention
2. Threats warning of a genuine device - These may be attempts to avoid casualties or enable the terrorist to blame others if there are casualties. However genuine threats can provide inaccurate information about where and when a device might explode.

### Phone procedure for a Bomb Threat:

3. Stay calm and listen.
4. Obtain as much information as possible - using DFE Bomb Threat Checklist stored by all phones.
5. Immediately report the incident to the Head Teacher. (or DHT in her absence)
6. if practical, keep the caller talking and alert a colleague to dial 999
7. if displayed on your phone, note the number of the caller, otherwise, dial 1471 to obtain the number once the call has ended
8. if the threat is a recorded message write down as much detail as possible
9. If the threat is received via text message do not reply to, forward or delete the message. Note the number of the sender and follow police advice
10. Head Teacher to inform the police directly to seek advice.
11. Do not leave the site - unless ordered to evacuate - until the police arrive.

### *If the threat is delivered face-to-face:*

- try to remember as many distinguishing characteristics of the threat-maker as possible

### *If discovered in a written note, letter or as graffiti:*

- treat as police evidence and stop other people touching the item

### *If the threat is received via email or social media application:*

- do not reply to, forward or delete the message
- note the sender's email address or username/user ID for social media applications
- preserve all web log files for your organisation to help the police investigation (as a guide, 7 days prior to the

threat message and 48 hours after)

### **Evacuation Procedure for a Bomb Threat:**

If the decision is made to evacuate a school then:

12. Head Teacher will inform staff through word of mouth (i.e. without the use fire alarms) and staff/children should collect coats if appropriate.
13. Ensure you and the children are evacuated safely as a priority.
14. Leave by the nearest exit and close the door behind you.
15. Assemble at the back of the playground which is marked with a notice "ASSEMBLY POINT"
16. The school office (Senior Leadership Team in their absence) will follow the Emergency Evacuation Procedures
17. If guidance is given to leave the school site staff will need to:
  - Listen to instructions from the Head Teacher/ Fire Marshal/Deputy. Evacuation will depend on circumstances
  - OPTIONS: School/House/Forest School/Bournbrook Social Club
  - Back
  - Escort the children to Tiverton Academy/Elim Church/Bournbrook Social Club
  - If 1.5miles distance is required escort the children to University Site/ Sainsburys

**DO-NOT RE-ENTER THE BUILDING UNDER ANY CIRCUMSTANCES UNTIL TOLD TO DO SO**  
**At all times: REMAIN CALM AND GIVE CLEAR INSTRUCTIONS**

### **Full Lockdown Procedures**

For a lockdown procedure the school will follow the procedure.

- Staff are alerted to the activation of the plan by a recognised whistle signal, which should be audible throughout the school. All staff have a whistle so on hearing it sound, give one long blow.
- Children who are outside are brought inside as quickly as possible. Proceed to Group areas for head count.
- Children who are inside the school should go to their Group areas.
- All external doors and, as necessary, windows are locked.
- Once in lockdown, AH will collect and check staff signing in book/ JC will bring registers to the Key workers who should notify JC immediately if any children not accounted for. HT and any spare staff will instigate an immediate search for anyone missing.
- Staff should encourage children to keep calm by reading a story or singing a song
- If necessary moved to an enclosed area.
- The Head Teacher will establish communication with:
  1. the Emergency Services as soon as possible (where necessary)
  2. the Chair of Governors
  3. Birmingham City Council School and Governor Support should be notified on 0121 303 8394
  4. Where the incident may have a wider impact than just the school itself the Birmingham City Council Resilience Team should be notified on 0121 303 4825.
- If it is necessary to evacuate the building the school will follow the **Evacuation Procedure for a Bomb Threat**.

### **Partial Lockdown**

This may be as a result of a reported incident or civil disturbance in the local community with the potential to pose a risk to pupils, staff and visitors in the school. It may also be as a result of a warning being received regarding the risk of air pollution, etc.

For a partial lockdown procedure the school will follow the procedure.

18. Alert staff: Partial lockdown
19. Staff are alerted to the activation of the plan by a recognised whistle signal, which should be audible throughout the school. All staff have a whistle so on hearing it sound give one long blow.
20. All outside activity to cease immediately with children and staff returning indoors.
21. All children and staff to remain indoors and external doors and windows should be locked.

22. Free movement may be permitted within the building.

23. Staff to be prepared to move to '**Full Lockdown Procedures**' should the situation escalate  
**THESE INSTRUCTIONS WILL BE INCLUDED IN THE SIGNS WORN BY TEACHING STAFF**

### **Communication with Parents/Carers**

It is imperative that the school informs parents about the safety of their children without putting anyone in danger.

Parents are informed of emergency procedures and lockdown procedures during parent's induction.

In the event of lockdown procedures being used in Birmingham schools the school will write to parents to inform them of the lockdown procedures.

During lockdown parents will be informed using 'School Money text service. Saying:

**First Text Lockdown 1: Selly Oak Nursery is in a lockdown situation. Your child is safe with the keyworkers. Phone and entrances are not staffed, external doors are locked.**

**Second Text Lockdown 2: No-one will be allowed in or out. We will contact you again once it is safe to do so. Emergency services have been notified. Your child is safe.**

### **Emergency Services**

The Head Teacher will keep lines of communication open with Emergency Services in the event of any emergency.

The school site may or may not be cordoned off by Emergency Services dependent upon the severity of the incident that has triggered the lockdown/evacuation. The Emergency Services will support the decision of the Head Teacher regarding the timing of communication to parents.

In the event of a prolonged lockdown or more severe scenario, Birmingham City Council has the capacity to provide humanitarian assistance by establishing a Reception Centre for family members outside of the cordoned off area

Appendix 1:

### **WEST MIDLANDS POLICE GUIDANCE NOTE FOR SCHOOLS RESPONDING TO BOMB THREATS & HOAX BOMB THREATS (ISSUED 29 JANUARY 2016)**

#### **Purpose of this Guidance Note**

This guidance note sets out a summary of the actions schools in the West Midlands should take if they receive a bomb threat/hoax.

It does not replace the detailed emergency and business continuity plans all schools should already have in place but is designed to be a timely reminder in light of recent events.

Further information and guidance is available from Local Authority emergency planning officers and Local Policing Units. National advice has been provided to all leaders of schools and other educational establishments in the UK by the National Counter Terrorism Security Office (NaCTSO).<sup>1</sup> NaCTSO Guidance Note 1/2016

#### **Background**

In recent weeks there have been a number of hoax bomb calls to secondary schools in the West Midlands and across the UK.

On the morning of Tuesday 19 January 2016 four schools in the West Midlands and seven schools in West Mercia, Bristol and Cornwall received hoax bomb threats.

On the morning of Tuesday 26 January 2016 six schools in the West Midlands and nine schools in Cornwall and London received hoax bomb threats.

On the morning of Thursday 28 January 2016 13 schools in the West Midlands received hoax bomb threats.

Many of the schools evacuated their staff and pupils and a number chose to close for the day.

The hoax bomb threats are all suspected to be linked because they occurred at similar times and involved pre-recorded messages. However, at the present time, the motive for the hoax calls is not known and there is no information to indicate why the specific schools were selected. A police investigation into the hoax bomb threats is on-going.

Since the linked offences took place at least six schools in the West Midlands has received a suspected copycat bomb hoaxes.

#### **Joint Statement of Purpose**

In light of recent events West Midlands Police, Local Authorities and Schools have restated their commitment to work together to:

- Protect school staff and pupils from harm
- Share information so that the threat from a bomb call can be accurately assessed
- Provide a proportionate response to a bomb call which minimises disruption to schools and daily school life
- Reassure school staff, pupils, their families and the wider community
- Identify and prosecute those responsible for making hoax bomb calls

There are six stages to responding to a bomb threat:

#### **Stage 1: Planning & preparation prior to a threat**

- Ensure the school has an up-to-date Bomb Threat Response Plan which all staff know and understand. All Local Authorities provide guidance on emergency and business continuity plans and/or checklists.
- Ensure school staff, particularly reception office staff, have ready access to a Bomb Threat Checklist sheet. (An example checklist is attached to this guidance note)
- Ensure all school staff know who the designated senior decision maker will be in the event of a bomb threat (e.g. Head Teacher, Deputy Head Teacher etc.)
- Ensure teachers, caretakers and cleaners routinely check buildings and classrooms and report anything unusual or suspicious.

#### **Stage 2: Person receiving a bomb threat**

- The person receiving the call should allow the caller to finish the message without interruption.
- Immediately afterwards attempt to trace the number by dialling 1471, if possible. If the call is received via the switchboard, or a phone that shows the telephone number on an LCD screen, try to make a note of the number before the caller rings off.
- Notify the Head Teacher or designated senior decision maker.
- Complete the Bomb Threat Checklist as fully and as soon as possible after the call.

#### **OFFICIAL**

Page 3 of 4 **OFFICIAL** 29/1/2016

#### **Stage 3: Contacting West Midlands Police**

- The Head Teacher / designated senior decision maker *along with* the person receiving the bomb threat should call '999' and provide the information from the Bomb Threat Checklist.
- The following additional information should also be provided:
  - A mobile contact number so the Head Teacher or designated senior decision maker can be contacted should they evacuate from the school.
  - The number of pupils and staff at the school.
  - Whether a decision has already been made to evacuate / close the school. If yes, the location of the assembly area.
  - Whether or not there is a 'buddy' school.
- West Midlands Police will use the information from the Bomb Threat Checklist to make an initial threat assessment. West Midlands Police will liaise with colleagues in counter-terrorism and check all available intelligence and information databases.
- A West Midlands Police duty officer (normally the local Duty Inspector or Duty Sergeant) will then contact the Head Teacher or designated senior decision maker.
- The West Midlands Police duty officer will advise that either (a) they believe the threat has come from a terrorist group or individual with the capability to carry out the threat (i.e. it is a *credible* threat)<sup>2</sup> or (b) they do not believe the threat has come from a terrorist group and there is no other intelligence or information to suggest any further risk (i.e. it is *not* a credible threat)<sup>3</sup>
- The initial West Midlands Police assessment will be completed as quickly as possible and will be updated as more information becomes available. It is recognised that some Head Teachers may decide to take action before the initial police assessment has been completed.

<sup>2</sup> This is part of a national classification and may be described by police as a 'RED' or an 'AMBER' risk

<sup>3</sup> This may be described by police as a **STANDARD** risk.

<sup>4</sup> In exceptional circumstances police can order the evacuation of private premises using the Terrorism Act 2000

#### **Stage 4: Deciding to evacuate**

- The decision to evacuate a school is the responsibility of Head Teacher or designated senior decision maker.
- West Midlands Police will share information with the Head Teacher and provide advice to help them assess the risk and determine whether an evacuation (partial or full) is necessary and proportionate. In making their assessment Head Teachers will need to consider the

#### **OFFICIAL**

Page 4 of 4 **OFFICIAL** 29/1/2016

nature of the threat (vague, indirect, inconsistent or implausible v specific, feasible, evidence of planning etc.), whether any suspect device has been located, whether there has been recent suspicious or unusual activity and the impact upon pupils (e.g. inclement weather)

- As a rule of thumb consideration should be given to evacuating if there is a credible threat. Consideration should be given to not evacuating if there is no credible threat.

□ If the decision is made to evacuate a school then it should be conducted through word of mouth (i.e. without the use of fire alarms) and staff/pupils should use assembly areas which are different from fire evacuation assembly areas.

□ If the decision is made to close a school then consideration should be given to how parents/carers will be informed to prevent emergency services switchboards becoming overwhelmed.

#### **Stage 5: Police attendance and searching buildings**

□ In the event of a credible bomb threat police will attend the school to maintain cordons and co-ordinate the emergency response. A police-led search of the school premises is likely to be undertaken.

□ In the event of a non-credible bomb threat police *may* attend to provide visible reassurance and enable face-to-face contact with the Head Teacher. A search of the school premises by police will only be undertaken on the rare occasions it is considered necessary and proportionate.

#### **Stage 6: Post-Incident investigation**

□ Making a hoax bomb threat is a criminal offence under Section 51 of the Criminal Law Act 1977 and Section 1 of the Malicious Communications Act. West Midlands Police treats such matters very seriously and will always work to bring malicious callers before the courts.

□ Witness statements are likely to be required from (a) the member of staff who received the original call and completed the Bomb Threat Checklist and (b) the Head Teacher / person in charge of the school to describe the impact of the disruption caused by the hoax threat.



**Selly Oak Nursery School**  
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Selly Oak Nursery School is committed to safeguarding and promoting the welfare of children and young people

Monday 8<sup>th</sup> February 2016

Dear Parents and Carers,

### EMERGENCY PROCEDURES

You are receiving this letter which relates to current local events, and the children's safety.

You may be aware that over the last week or so schools within the City and area were evacuated due to a bomb threat which turned out to be a hoax. This follows a number of hoax calls that have led to school evacuations and closures in schools in the Black Country. **Please be assured that these calls were all hoaxes and there was no genuine bomb threat. Such incidents are extremely rare, and it is important that we don't over-react, or spread panic, especially to our children!**

However, it is wise to have emergency procedures in place. In the event of an incident such as the one that faced other schools, or any other incident when the safety of the children is threatened, we will be guided by the emergency services, and will work closely with them. We do have emergency lockdown and evacuation procedures in place, in case there isn't time to take advice. I am satisfied that these procedures are appropriate, but in the light of recent events, they are under review, and we are taking external advice to ensure that we have procedures that are workable and fit for purpose. We are working closely with our partner schools on this.

In emergency situations, we will keep you updated as promptly and as often as we can, via the website and/or text messages depending on the facilities available to us. You can help us in three ways:

- 1) Keep this in perspective, and don't spread any fear to the children. We are putting a lot of work into making sure our procedures are suitable, but it is highly unlikely we will need to use them - and even if we do it is most likely to be just a precaution. If you do hear a message that something is going on, please don't panic!
- 2) In the event of a lockdown, evacuation or other emergency situation, please do not come to the school. In a lockdown, we will not be able to open the door to let you in, and you may put yourself in danger; and in an evacuation, we won't be here! If you see us walking up the road, please don't approach your child, or try to take them home. This will make it hard for us to keep the children calm and make sure they are all accounted for.
- 3) Likewise, please do not try to phone the school. We will need to keep our lines free to communicate with emergency services. We understand that it will be a worrying time, but we will keep you updated as much as we can via the website and text messages. If we are not able to update you via those media, it is unlikely we would be able to answer the telephones either.

Once again, to reiterate, the possibility of danger to your child is very, very small. We just wanted to reassure you that we do have plans in place to take appropriate action in the unlikely event it is needed.

Yours sincerely,

