



Marshfield CE VC Primary School

'Learning Together, Inspiring Each Other, Achieving Our Best'

Critical Incident Plan

Ratified by Governing Body on	Date: 07/07/2020
Due for review	Date: July 2022

Hard copy retained in school office and provided to Head teacher, Deputy Head Teacher, School Business Manager and Chair of Governors for retention at their homes.

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1. RELATED DOCUMENTS:

Fire Procedures
Child Protection Policy
Safeguarding Policy
E-safety Policy
Health and Safety Policy
Anti-Bulling Policy
Drug and Substance Misuse policy
Attendance Policy
Charging policy
Equality policy
School trips and visits

2. CRITICAL INCIDENT POLICY STATEMENT

The school recognises the importance of establishing clear guidelines and strategies to react to any school related emergency or critical incident. It is equally important that the plan has enough flexibility to allow the school to respond to any type of incident that may affect or interrupt the normal operation of the school

Planning, control and clear communications are all essential elements that allow the immediate situation to be managed effectively and then to minimise the long-term impact of an event. A detailed plan is needed to ensure that all involved have clearly stated roles of responsibility. This will ensure that actions, such as contact with parents, the media and any emergency agencies are catered for correctly.

All staff and Governors must have a copy of the plan and fully understand their roles and responsibilities under this Emergency Plan.

The school acknowledges that working with the Emergency Services, Local Authority and Local Authority Emergency Management Unit to minimise the impact of the emergency on the school and the community will be necessary.

Aim

- To provide effective emergency response arrangements that will ensure the well-being and safety of all children and adults in the care of the school.

Objectives

- Establish an effective framework of Emergency Response
- Ensure that Emergency / Critical Incident Support Team members are provided with up-to-date contact details for key school staff
- Ensure that the emergency incident is communicated quickly and clearly to supporting agencies and partners, enabling supporting arrangements to be rapidly activated
- Maintain high standards of welfare and duty of care arrangements for pupils, staff and carers
- Ensure that actions and decision making during the emergency incident is properly recorded
- To minimise educational and administrative disruption within school
- To facilitate the return to normal working arrangements at the earliest time
- Give guidance on the range of sources of information and support available.
- To communicate with the Emergency Services, other Multi-agencies and the Local Authority

The plan is formulated to allow any member of school staff to manage any emergency response in the period immediately after an incident, and to allow any member of staff to undertake specified roles in the management of an incident.

A return to the normal school schedule as soon as possible is the most desirable outcome.

All relevant contact numbers and addresses of personnel, students, key contacts etc. are held centrally at school. Backup details of key persons, named Critical Incident Team members are also held centrally in the school.

CRITICAL INCIDENT DEFINITION

A Critical Incident is a sudden, unexpected and traumatic incident or sequence of events that cause serious distress and disruption to the school community.

The TRAUMA caused by Critical Incidents challenges individuals mentally, physically, emotionally and spiritually.

A Critical Incident may be:

- The sudden death of a member of the school community, eg pupil, staff member, significant other, through accident, murder, illness, drug overdose or suicide
- A serious incident involving pupils and school personnel on or off school premises
- A violent attack or intrusion onto school premises, eg armed intruder, or bomb alert
- The loss of buildings/parts of buildings by fire, flood, building collapse, storm damage or major vandalism in school
- A hostage situation
- A disaster in the community, eg transport accident
- A national tragedy
- The failure of major utilities – electricity, gas, water
- The loss of school data/records/expertise by fire, storm, theft, loss of key personnel etc
- The loss of equipment, particularly computer equipment, by fire, storm, theft, etc.
- A widespread contagious disease

The impact on the school community may be intensified by one or more of the following:

- An incident which took place on school premises
- Number of victims
- Number of witnesses
- Degree of violence or threat of violence

PREVENTING A CRITICAL INCIDENT

Precautions for Prevention of Threat

- Fire, storm etc: all normal procedures must be regularly followed, equipment maintained and serviced and personnel trained on their use
- Emergency evacuation drills held regularly (for fire/other emergency)
- Fire extinguishers regularly serviced
- Non-automatic fire doors kept shut
- Litter kept to a minimum and bins emptied regularly
- Hazardous material kept in secure storage
- COSHH assessment regularly updated
- Buildings kept secure and water tight
- Site kept secure
- Security systems (fire alarms, intruder alarm, access control) maintained in good order

Theft

All normal procedures must be regularly followed:

- Buildings and equipment kept secure
- Site kept secure
- Security systems maintained in good order
- Staff vigilance

Loss of Records

Regular back ups of all records kept off site by the LA

- Personnel records
- Financial records
- Student records

Loss of key personnel:

Key staff must

- Keep a written record of processes, procedures, information etc. for which they are solely responsible
- Keep another person informed of all relevant data and ideas
- Train another member of staff in their procedures so that they can take over if necessary

Loss of pupils/parent

- Media training for key personnel
- Bereavement/counselling

Security of equipment and assets:

This should include

- All equipment records in the relevant assets register and inventories with up-to-date records and values
- All valuable equipment clearly marked with the school asset security label
- Where possible equipment fixed to surfaces, or kept in single location
- All software inventories kept with up to date values and details
- Vigilant site and building security

GUIDELINES TO MANAGING A CRITICAL INCIDENT

CRITICAL INCIDENT TEAM (CIT)

This list will be reviewed each school year and updated if necessary. It is important that all members of the school's Critical Incident Team have a copy of this list at home as Critical Incidents can occur during weekends and school holidays.

	NAMES	TELEPHONE NO'S.
Headteacher	Jess Bolt	0117 9672243 / 07769944733
Deputy Head	Jilly Lewis	07793491271
School Business Manager	Claire Paines	07917355187
Chair of Governors	Clare Webb	01225 891043 / 07769588999

CRITICAL INCIDENT TEAM – ROLES AND RESPONSIBILITIES

Headteacher

- Has overall charge of any situation and is responsible for providing information to the Press Office of South Gloucestershire Council, who will communicate directly with the media.
- Is responsible for authorising contact with emergency services if required and requesting additional support from South Gloucestershire Council.
- Responsible for the delegation of duties and responsibilities to other members of the team.

Chair of Governors

- Has responsibility to be at the school in an emergency to offer advice and support and provide back up assistance to any other member of the Critical Incident Team as necessary.
- Assisting Headteacher in communications with South Gloucestershire Council Press Office and the media.
- Responsible for staff welfare, if staff are upset ensures they have someone to support them at the end of the day and are safe to drive – arrange taxi or lift if appropriate.

Deputy Headteacher

- In the absence of the Headteacher, the Deputy would resume all above responsibilities.
- Has responsibility for the safety of the building and the pupils within the building, including safe evacuation of the premises as necessary.
- Responsible for coordinating information given verbally and in writing to staff, pupils and parents.

School Business Manager

- Has responsibility for providing the contact names and addresses and ensuring that all letters to be sent to parents are issued promptly.
- Has responsibility for answering the emergency telephone (school line or personal mobile) and for recording details and times of all events and key communications, as a record of the occurrence and the way in which the school responded.

First Aider

- Has first aid qualification and experience – primarily responsible for ensuring all necessary first aid is carried out and for pupil care and welfare generally – also responsible for contacting the school nurse if appropriate.
- Provides assistance to other members of Critical Incident Team as directed.

Vice- Chair of Governors/ Chairs of Committees

- May be called upon in the absence of the Chair of Governors or to offer additional support.

EMERGENCY CONTACT LIST FOR SERVICES

Contact	Name	Phone/email	
Local Authority	Andrew Best	<CAHBusinessSupportBMR@southglos.gov.uk>	
Governor Support Officer	Maxine Winter	01454863284	
Doctor	Dr Prince - Marshfield Surgery	01225891265	
South Glos Emergency		01454868009	
Education Health and Safety	The H&S Department		
Education Psychology		01454863159	
Education Welfare		01454868653	
Social Services		01454868541	01454868519
Heating Engineers	KPS	01249467678	
Plumbing	KPS	01249467678	
Fire/Intruder Alarms	BWS	01225872385	
Glass	M & M Glass	01249859034	
Electricians	Rygol	07742783322	
Door Entry	Avon Armour	01179826288	
Gas - emergency		0800 111 999	
Electricity-emergency	Western Power	08005871287	
Bristol Water		08456004600	

Buildings Emergency - Shut Off Points

Water Stop Tap	Plant Room – Right hand side inside doorway (tag 19)
Heating Boilers	Plant Room – Right hand side, on Ice Avon automatic control panel.
Gas	Gas Meter Room – Main gas supply switch
	Plant Room – Left hand side next to light switch
	Main Kitchen – between hall door and hatch
Electricity	Electricity meter room – on blue main switch/distribution panel
Fire Hydrants	Adjacent to car park in front of 16 Chippenham Road

CRITICAL INCIDENTS – Response checklist

Stage 1 – Establishing the Response

Action list for head teacher or nominee coordinating Critical Incident Team (CIT)	Tick
Ensure that accurate, factual information is available for those arriving at the scene.	
Liaise with the police, fire and ambulance services, the local authority, and other organisations that may become involved. Act as the main contact to coordinate the response and provide your contact details.	
Inform all staff and parents of injured or affected pupils. Decide how to inform other parents.	
Ensure all staff maintains a log of actions and decisions.	
Allocate tasks amongst the Critical Incident Teams as appropriate.	
Arrange administrative / secretarial support for your team, if required. Consider cover support requirements, depending on the nature of the incident and how long the recovery of the incident will take.	
Inform the Health and Safety Department on 0117 970 2955 who will advise and provide support	

Action list for CIT – Welfare	Tick
Take actions to secure the immediate safety of pupils and staff – this may include evacuation or keeping pupils and staff inside the building (in-evacuation / lockdown).	
Establish the whereabouts of all pupils, staff, and visitors using timetables, registers and the visitor's book, and make a list of those unaccounted for.	
Consider any welfare needs for pupils with special needs.	

Action list for CIT – Communications	Tick
Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception.	
Line to be used for incoming calls only, if possible:	
Line to be used for outgoing calls only:	
Share mobile phone contact list	
Consider if a dedicated emergency helpline telephone number is required / can be made available.	
In the event of a major emergency, seek support from other CIRT members from another Academy.	

Action list for CIT – Media Management	Tick
If possible, avoid responding to media enquiries and direct them to a nominated member of staff dealing with the media.	
Ensure that any media do not have access to the site. In a major emergency, the police may deal with the press and prevent intrusion onto the site. Be aware of the potential problems caused by the spread of misinformation through pupil / staff use of mobile phones.	

Action list for CIT – Premises	Tick
Ensure access to the site for emergency services.	
Turn off water, gas and electricity supplies if necessary.	
Open / close parts of the school as required.	
Make arrangements for additional staff cover / support; consider handover arrangements / time to debrief, etc.	
Ensure the security of the school premises.	
Arrange for additional security requirements, additional rooms for meetings, additional parking, first aid, catering, transport, relocation of pupils and staff, signage / information leaflets, funeral arrangements, local priest / ministers, etc.	
Arrange times for debrief sessions (as early as possible). These times may change however there should be an outline programme for debrief sessions.	

Stage 2 – Ongoing Response

Action list for head teacher or nominee coordinating CIT	Tick
Provide regular briefings for staff, and continue to liaise with the emergency services and other CIRT's. Arrange times for debrief sessions (as early as possible). These times may change however there should be an outline programme for debrief sessions.	
Try to maintain normal routines as far as possible.	
Tell the staff involved to prepare a written log (using the agreed format) of their involvement, noting events and times. Inform the Delegated Services health and safety staff (Work: 01275 795 827 Mobile: 07795 190130; Critical Emergency: 07979 425 989) who will advise and provide support on reporting procedures. In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours. Staff may wish to submit draft accident reports Delegated Services. for them to complete the RIDDOR notification.	
Allocate tasks amongst the CIT as appropriate.	

Action list for CIT – Welfare	Tick
Establish a staff rota and ensure that staff take regular rest periods and have access to catering.	
Identify pupils and staff who are badly affected by the incident and may require extra support.	
Make arrangements for reuniting pupils with their parents.	
Take account of religious and cultural factors, and consider contact with leaders of local faith communities. In particular, some faiths may wish to hold funerals within 24 hours of death, so swift and sensitive enquiries must be made to ascertain whether it would be appropriate for representatives of the school, including pupils, to attend.	

Action list for CIT – Communications	Tick
Consider how and who will deliver the key information about the incident. Inform pupils, in groups as small as practicable, considering the best way to impart tragic news. Seek expert advice from Educational Psychologist, Councillors, etc.	
Inform parents of children not directly involved in the incident, as decided by the head teacher or nominee. Use any existing arrangements, such as a telephone tree, for contacting parents quickly and efficiently.	

MEDIA - See Appendix 5 for guidance on dealing with the media

All staff will be told not to communicate with the media, should they be approached. A nominated member of the CIT will be assigned the task of coordinating communications, sending press releases, organising the media, liaising with Police to ensure effective media management is in place.

The information provided to parents, the media and other external parties must be factual, consistent and short. The school should avoid becoming the principle source of information to the media. Releasing details about any death is the responsibility of the Office of the Chief Medical Examiner or Police. The school should focus on the positive steps to help students, parents and the school through the crisis.

ALL other staff should NOT:

- Give any media interviews
- Make any comments or draw attention to any relevant, written or printed material
- Hand ANY material to the media.

GUIDANCE FOLLOWING AN EMERGENCY ON SCHOOL GROUNDS

RECORD ALL ACTIONS- if not immediately, as soon as possible after the event.

There has been an Incident

- 1. Obtain facts and information
- 2. Ensure any injured pupils/staff are taken care of. First aid / Emergency Services contacted
- 3. Inform:
 - Head → Alert other Critical Incident Team members, if required. → Office staff, Teaching staff, Site Manager, Emergency Planning, Employer (legal entity), Insurers etc
- 5. Consider evacuating the school, account for all pupils, staff and visitors
- 6. Consider relocating to other premises
- 7. Inform parents / relatives as appropriate.
- 8. Consider if a dedicated incident room is required and where best to locate the room. (telephones / mobile phone signal / internet / privacy / space requirements, etc)
- 9. Inform the Chair of Governors, if not informed already
- 10. Depending of the nature of the incident continue to inform/update parents
- 11. Update information regularly, review and re-asses actions appropriately
- 12. If appropriate inform the link Educational Psychologist
- 13. Complete accident forms as necessary. RIDDOR reports may need to be completed.

GUIDANCE FOR GROUP LEADERS ON OUT OF SCHOOL ACTIVITIES

RECORD ALL ACTIONS - If not immediately, as soon as possible after the event.

There has been an Incident

1. Obtain facts and information
2. Call Emergency Services
3. Ensure any injured pupils/staff are assisted

4. Account for all members of party

If party are all-together, arrange for non-casualties to return to base and await further information

If party is in separate groups, inform other groups where possible

Ensure non-casualties stay together

Consider abandonment of all group

5. Establish a contact point, if possible one member of staff to remain at incident site to liaise with emergency services
6. Travel with casualties to hospital
7. Keep other party members informed

8. Inform senior school staff member

Liaise regularly

Provide:
Names of those involved
Nature, date, time, location of incident
Details of injuries as known
Actions taken so far
Contact information

9. Request assistance on site as necessary

10. Ask for arrangements to be made to return non-casualties home

Consider transport arrangements

Consider any hotel arrangements.

11. Complete any accident forms

12. Prepare to deal with the media - determine who is to be the spokesperson, who will contact the press office

13. Pupils should not talk, text, snapchat, or use social media about the incident, unless arranged by staff

3. BUSINESS CONTINUITY

Causes of business interruption commonly include:

- Loss of utility supply
- Loss of supplier
- Loss of premises
- Loss of personnel
- Loss of telecommunications.

It is important to have arrangements in place to cope with a business continuity incident. Even whilst responding to an emergency we aim to maintain pupils' education and minimise disruption.

The loss of important paperwork, records and data can prove particularly damaging and there are control measures in place to prevent this.

Staff and pupil records

Hard copy details are kept in fire proof cabinet in the school office in the event of a system failure. Admin staff can also access contact details for staff and pupils via the school communications system, Teachers2Parents, through any internet connection.

SATS papers are stored in a fire-proof cabinet in the cupboard opposite the school office. The key is kept in a fire-proof cupboard in the office.

Hard copy asset register is kept in the safe in the office and is stored on the school Admin drive. SIMS records are backed-up by Integra IT.

Remote learning in the event of school closure

If closed for a significant period of time, Marshfield Primary School has remote learning measures in place to provide pupils with a reasonable level of teaching. This is via Seesaw and the HT will advise staff on a reliable and consistent method of distributing work for pupils and for pupils to receive feedback from teachers in the event of a school closure.

Pupils without access to the necessary IT will be identified and offered school resources if available. SBM will liaise with LA in the event that school resources are not available.

Staff will have access to a school laptop in the event of a school closure to enable home working if appropriate to their role. Teachers and Admin staff as a minimum.

Communication

Technical systems play a vital role in maintaining communication between staff and pupils. School Admin email address will be monitored on a rota basis in the event of a school closure to enable parents to contact the school if necessary.

Staff can access their school email account remotely. Communication will be via email. Admin staff can also contact staff and pupils through Teachers2Parents.

4. SCHOOL CLOSURE

Marshfield Primary School will endeavour to remain open in all but the most extreme circumstances as disruption to the school routine can have an adverse effect on pupils' education. The decision to close a school will be taken by the headteacher in consultation with chair of governors and the local authority. Local and central government may also recommend this course of action in the event of a public health incident.

Pupils and parents / carers will be notified of a school closure at the earliest possible opportunity to avoid unnecessary journeys by staff and parents. If a closure is based on a weather event, the HT/SBM will liaise with the caretaker by 7am to ascertain the severity of the weather locally and determine if school services are still in working order.

Closure due to an infectious disease will be decided based on guidance from Public Health England, the government and Local Authority. The Headteacher will determine the critical level of staff absenteeism that will enforce a full or partial closure.

Communication

The headteacher will contact the SBM/Admin staff to advise of a school closure. SBM/Admin will then advise all staff and pupils via Teachers2parents by 8am.

The headteacher will advise the local authority of the closure via the online portal. The SBM will arrange for the school website to be updated.

In some instances it is possible for the school to remain partially operational. In such event, the headteacher will decide with the chair of governors and local authority or government, which year groups will be able to attend.

Reopening

The school will aim to reopen as soon as possible to ensure that pupils are not away from education any longer than necessary. The school will only reopen if the headteacher is confident that is safe for pupils and staff to attend.

5. LOCKDOWN PROCEDURE

Rationale

Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school.

Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident in the local community (with the potential to pose a risk to the school)
- An intruder on the school site (with the potential to pose a risk to pupils and staff)
- A warning being received regarding a risk locally, of air pollution (smoke plume, Gas cloud etc)
- A major fire in the vicinity of the school
- The close proximity of a dangerous dog roaming loose

Lockdown Start Signal

Ideally, the HT (in their absence DHT) should start the lockdown with **5 rings of the electronic bell** which will be repeated after a short pause. It may, however, be someone in the office or on playground duty who notices a threatening situation. In this case, that person starts off the bell signal or gets a message to the office or Headteacher to initiate it. An adult on duty in the playground will use the squistle located inside Class 4 playground door. Adults will their use mobile phones to alert the emergency services.

Who	What
Headteacher/Office staff	Check hall doors and windows are locked. Close HT office blinds. Meet Special Emergency Response (SERT) team in HT office.
Teachers & Teaching assistants	Go with their class to their classrooms. Make sure windows and inside and outside doors are locked. Close the blinds. Turn off lights and sit children away from doors and windows. Remain calm and reassure children. Keep your mobile phone on you. If you are in the hall go into the PE cupboard.
Office Staff	<i>(As a safety measure, keep the hatch closed and locked outside busy times.)</i> Ensure front doors and corridor doors are shut. Lock hatch in Office. Check no children are shut out. In the absence of HT carry out her role. Then meet in HT office.
Lunchbreak Supervisors	Usher the children quickly into the nearest entry points. Make sure that all external doors are locked once all of the children are in. Stay calm and reassure children. Go to the nearest classroom and stay with a class. If this is not possible, go to HT office.
Kitchen Staff	Ensure kitchen door is locked. Stay in kitchen if safe. Keep your mobile phone with you.
Visitors	Stay with the nearest class.
School Emergency Response Team (SERT)	Jessica Bolt, Claire Paines/Molly Williams/Donna Chambers and Jilly Lewis (if not teaching) will be responsible for assessing the situation and making rapid decisions. Contact via the classrooms is limited and so will be through staff personal mobile phones. SERT will be responsible for communication with emergency services or parents as and when appropriate according to the nature of the incident.
All	If you are not with your class only return to it if it is safe to do so. If not join the SERT team in the HT office. Await further instructions via a mobile phone. If there are two long rings to signal the lockdown is over, a member of staff will come to your door and tell you. NO ONE SHOULD MOVE ABOUT THE SCHOOL.

End of Lockdown

- The ending of the lockdown will be decided by the Headteacher, or in her absence, the senior leader in charge. This will be indicated by **2 long rings of the bell**.
- All teachers return to their classrooms and conduct a roll call. Notify HT immediately if anyone is absent.



MARSHFIELD CE VC PRIMARY SCHOOL CRITICAL INCIDENT LOG

Date of Incident:

Completed by:

<p>The Exact Nature of the Incident</p>	
<p>When and Where it Occurred</p>	
<p>Who was involved? <i>Full names and contact details if possible</i></p>	
<p>Who witnessed the incident? <i>Full names and contact details if possible</i></p>	
<p>Nature and extent of any injuries</p>	
<p>Location of all involved in incident <i>(which hospital are they in – where are they now?)</i></p>	



MARSHFIELD CE VC PRIMARY SCHOOL CRITICAL INCIDENT INFORMATION LOG

TIME	INCIDENT i.e. telephone call/personal enquiry	INFORMATION RECEIVED	INFORMATION GIVEN	CALLER HANDED TO	COMMENTS

APPENDIX 3

SUSPICIOUS PACKAGES

Postal bombs or biological / chemical packages might display any of the following signs:

- Excessive wrapping
- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor hand writing, spelling or typing
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address.

The likelihood of a school receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

Remain calm.

Put the letter / package down gently and walk away from it:

- **Do not touch the package further**
- **Do not move it to another location**
- **Do not put the package into anything (including water)**
- **Do not put anything on top of it.**

Note its exact location.

Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.

Notify the Police (999) and the head teacher / nominated emergency contact immediately.

Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.

If anyone is exposed to a potentially hazardous substance carry out the actions below.

Keep all persons exposed to the material separate from others, and available for medical examination.

Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.

Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.

Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.

APPENDIX 4 - BOMB THREAT – ACTIONS SHEET

Actions to be taken on receipt of a bomb threat:

- Record conversation if facility is available
- Immediately alert someone else if possible
- **DO NOT PUT DOWN THE HANDSET OR CUT OFF THE CALLER.**
- Obtain as much information as you can.
- Complete this form as you go along. Asking questions in sequence as necessary.
- Record the exact wording of the threat including codeword.

Exact Wording:

Ask the questions:

1. Where is the bomb right now?

--

2. When is it going to explode?

--

3. What does it look like?

--

4. What kind of bomb is it?

--

5. What will cause it to explode?

--

6. Did you place the bomb?

--

7. Why are you doing this?

--

8. Who do you represent?

--

9. What is your name?

--

10. What is your address?

--

11. What is your telephone number?

--

12. Record time call completed

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- If the threat relates to another site or location, contact the police and inform them at once by dialling 999.
- Keep the telephone line open (even though the caller has disengaged).

AFTER THE CALL

This part should be completed once the caller has hung up and the police have been informed.

Time and date of call: _____

Number at which call was received number): _____

Length of call: _____

Remarks:

About the caller:

Male?	<input type="checkbox"/>	Female?	<input type="checkbox"/>	Child?	<input type="checkbox"/>	Older?	<input type="checkbox"/>
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Approx. Age?	<input type="text"/>	Nationality	<input type="text"/>
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Threat Language

Well spoken	<input type="checkbox"/>	Irrational	<input type="checkbox"/>	Taped	<input type="checkbox"/>	Incoherent	<input type="checkbox"/>
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Foul	<input type="checkbox"/>	Message obviously being read	<input type="checkbox"/>
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Caller's voice:

Calm	<input type="checkbox"/>	Crying	<input type="checkbox"/>	Clearing throat	<input type="checkbox"/>
Angry	<input type="checkbox"/>	Nasal	<input type="checkbox"/>	Slurred	<input type="checkbox"/>
Excited	<input type="checkbox"/>	Stutter	<input type="checkbox"/>	Disguised	<input type="checkbox"/>
Slow	<input type="checkbox"/>	Lisp	<input type="checkbox"/>	Accent	<input type="checkbox"/>
Rapid	<input type="checkbox"/>	Deep	<input type="checkbox"/>	Familiar	<input type="checkbox"/>
Laughter	<input type="checkbox"/>	Hoarse	<input type="checkbox"/>	Deep breathing	<input type="checkbox"/>

If voice sounded familiar, whom did it sound like?

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Was there an accent?

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Street noises	<input type="checkbox"/>	House noises	<input type="checkbox"/>	Clear	<input type="checkbox"/>
Crockery	<input type="checkbox"/>	Motor	<input type="checkbox"/>	PA System	<input type="checkbox"/>
Voice	<input type="checkbox"/>	Static	<input type="checkbox"/>	Factory machinery	<input type="checkbox"/>
Booth	<input type="checkbox"/>	Music	<input type="checkbox"/>	Children	<input type="checkbox"/>
Office machinery	<input type="checkbox"/>	Animal noises	<input type="checkbox"/>	Aircraft	<input type="checkbox"/>

Other noises (please specify)

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Signature:

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APPENDIX 5

Critical Incident – dealing with the Press

Effective communication is essential

Give yourself time to think – if a journalist alerts you to a story at your school, arrange to call the journalist back in 15 minutes and do so. If the press arrive at the gate, set up a room inside the school and give them a steady flow of information rather than let them catch parents etc and get strange views aired.

Never say 'no comment'; do not give misleading or inaccurate information.

If appropriate promote good features of the school and how you turned a negative into a positive; allow the cameras into school to see classes calmly at work rather than closed gates and empty playgrounds.

Your first words will be directed to the injured and their families.

Acknowledge what has happened and what can be learned; what has been done about it already.

Be clear beforehand about what you can and cannot discuss...."this is a very distressing situation. I can't discuss the details with you because it is confidential/ the subject of police investigation/families have not yet been informed." If asked reply that you are surprised to be asked this because you told their researcher that you could not discuss this because....

"We do hope that this situation will be resolved quickly. Suspension does not imply guilt but an opportunity to investigate the facts."

Questions to ask:

- Is this pre-recorded or live? How much are you looking for?
- What's your angle?
- Who else are you speaking to?
- What will your first question be?
- How are you going to introduce me?
- Explain what is 'off limits'

TV and Radio interviews things to be aware of:

- Negative challenge ('justify your job' rather than 'tell me about your job')
- Check answers are given back correctly and that questions have correct assumptions.
- Errors of fact; correct straight away.
- Interruptions- only last 8 or 9 seconds then they give up.
- If asked an irrelevant question...."ANSWER the question you are asked, BRIDGE to what you want to say "but the important thing ..., CONTROL answer DANGLE the next answer
- If asked new question before the end of your answer, then say "Please let me finish because this is very important."