



# CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

## CRISIS MANAGEMENT PLAN

### Location of Emergency Grab Bag: (MAIN RECEPTION)

*(See Section 7 for an explanation of what the grab bag is)*

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## Section 1: Monitoring and Reviewing

### Monitoring and Review

The **Executive Business Manager** will ensure that procedures are in place and are regularly monitored and will report to the **Headteacher**.

The **Headteacher** will report as required to the **Governing Body** on how well the arrangements are succeeding and will review the policy bi-annually.

## Section 2: Introduction

### What is this Document About?

This Crisis Management Plan is a reference tool designed to help Cannock Chase High School respond to a range of serious incidents and crises and help the school and its community recover as quickly as possible. Through a series of checklists, prompts and strategic sets of considered actions, this Plan helps ensure a robust and immediate response capability, from the initial stages of a crisis through to the longer-term post-crisis recovery. This Plan aims to:

- Provide immediate and ongoing guidance to the school's Crisis Management Team;
- Suggests appropriate response measures for resolving particular situations;
- Delineates the roles and responsibilities of Crisis Management Team members;
- Covers communications and logistics required during a crisis;
- Assists the Headteacher in responding to stakeholders;
- Defines the appropriate audit trail and administrative processes to be followed; and
- Supports the recovery process and expedites the post-crisis resumption of business.

### Who is this Document For?

This document should be read by all members of the Crisis Management Team. It has been developed as a reference for all members of Cannock Chase High School's Crisis Management Team.

The CMT members are:

Iain Turnbull, Headteacher  
Jill Simpson, Deputy Headteacher  
David Reynolds, Deputy Headteacher  
Grainne McAuley, Assistant Headteacher  
Caroline Mills, Assistant Headteacher  
Charlotte Salehi, Assistant Headteacher  
Helen Daniel, Executive Business Manager  
Colleen Worrall, Director of Student Services  
Carol Galpin, PA to Headteacher

### Policy Statement

Cannock Chase High School recognises the importance of ongoing risk management and

effective incident response and crisis containment. Our policy is to implement and maintain an effective Crisis Management Plan that helps Cannock Chase High School safeguard the safety and welfare of students and staff whilst responding to and recovering from serious incidents and potential crises with maximum efficiency and effectiveness.

### **How Does it Work?**

This document details the school-wide arrangements that are in place in advance of a crisis occurring, as well as providing guidance on appropriate response measures when such incidents occur.

This document is not designed to cover every eventuality, nor does it provide a list of prescriptive actions to be completed on every occasion. Instead, the Plan provides a series of general prompts and checklists for the Crisis Management Team, designed to guide their operational and strategic decision making at various stages of the crisis response process.

### **Incident Classification**

An **incident** is defined as an event that has the *potential* to cause an adverse impact on the operations and/or reputation of Cannock Chase High School. Incidents can range from administrative errors, health and safety accidents through to serious events with multiple business impacts.

A **crisis** is defined as an event or series of events that *seriously* threatens Cannock Chase High School's people, operations, assets, long-term business prospects, reputation or brand. It can escalate from an existing incident or issue or occur suddenly and without warning.

Cannock Chase High School categorises incidents as either MINOR, MEDIUM or MAJOR, according to the complexity, severity of injuries, anticipated speed of response and potential organisational effect on Cannock Chase High School. Full details of each incident classification, complete with examples, are listed at Appendix A.

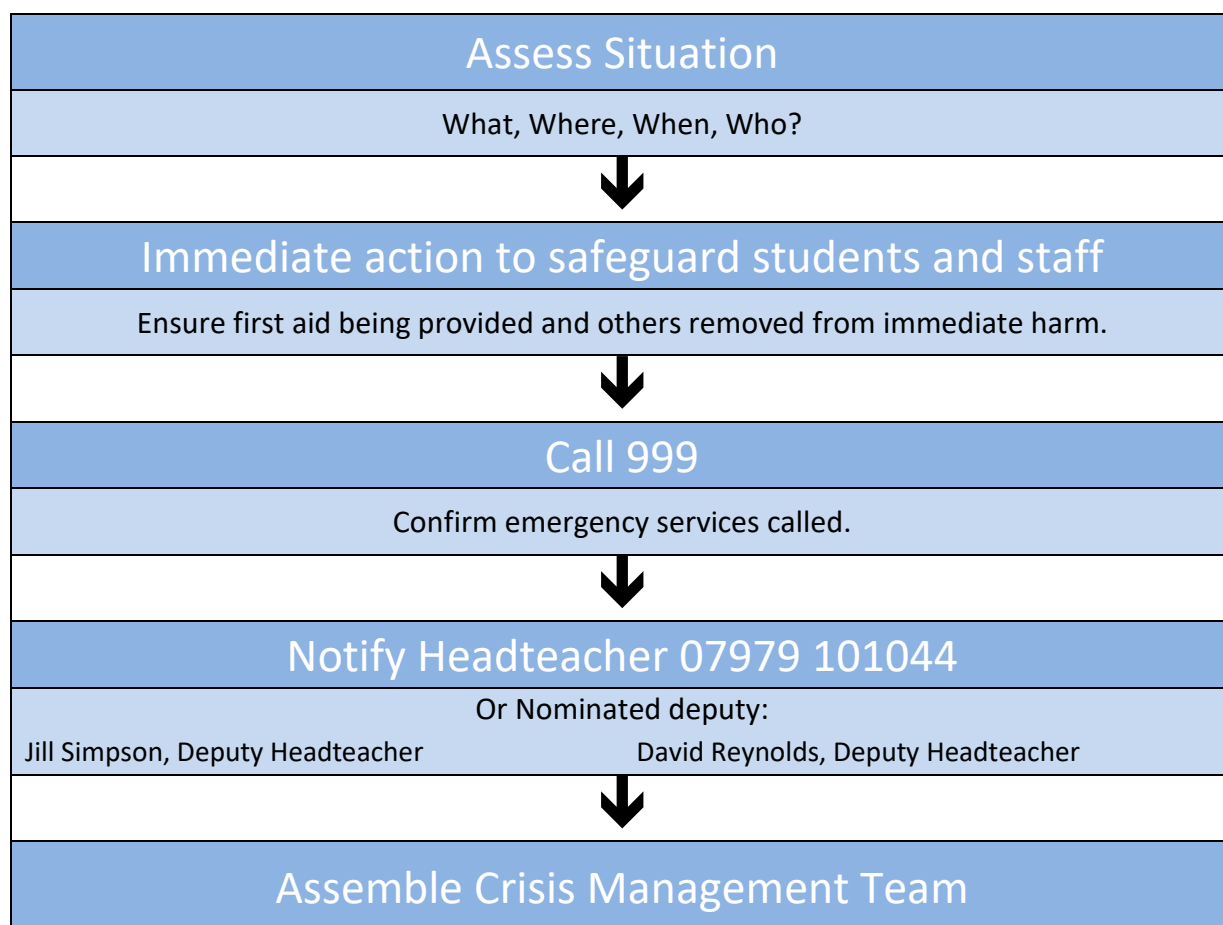
Medium-level or major-level incidents are most likely to reach crisis stage. If an incident ever does escalate to the stage that it becomes a crisis, Cannock Chase High School's response capabilities need to become similarly escalated, and it is at this stage that the Crisis Management Team will assemble.

### **General Principles of Incident Response**

1. **Advance Planning:** Key staff must be aware of the Plans and their roles in them. This is best achieved through practical training and simulation.
2. **Speed of Response:** Respond swiftly to incidents; do not delay actions whilst attempting to get a fuller picture. Make anticipatory actions if necessary and do not be afraid to place support agencies/resources on stand-by.
3. **Focus on Safety and Welfare:** The ongoing safety and welfare of students and staff must always take priority over reputational, performance, financial, litigious or other considerations.

4. **Take Responsibility:** The school cannot discharge its responsibility for the care of students for example to subcontractors.
5. **Communication:** Remain available and visible to all parents and other stakeholders through effective and professional communications.
6. **Ethical and Honest:** Make incident management decisions on honest, legal and ethical grounds
7. **Retain a Strategic View:** Consider the wider perspective such as resilience for concurrent situations, the situation changing and medium-long term recovery to educational provision.

### Crisis Management Process



## Section 3: The Crisis Management Team

### Overall Role and General Responsibilities

In the event of a critical incident or crisis, the Head of the Crisis Management Team will assemble the team with the aim of:

- confirming the situation;

- analysing the facts;
- defining or approving an appropriate response, factoring-in both immediate operational and broader strategic considerations;
- managing the wider logistical and communications issues;
- liaising with stakeholders;
- overseeing the response through to resolution and recovery; and
- recovering from the crisis in an expedient manner and resuming normal educational activity.

## Composition

The Headteacher may wish to delegate some of the roles listed below to individuals not in the overarching Crisis Management Team. For example, there may be individuals with specific experience or competencies in a specific area or certain scenario.

Role	Role overview	Primary	Deputy
Headteacher	Overall leadership of the incident response strategy and liaison with strategic level stakeholders.	Iain Turnbull	David Reynolds/ Jill Simpson
Operations	Co-ordinating the school's operational response to the crisis.	David Reynolds	Jill Simpson
Safety and Welfare	Focus of safety and welfare of students, staff and others affected, parent and student communication.	Helen Daniel	Jill Simpson
Communications	Managing communication strategy during the incident and channeling this through media and other any external partners such as subcontractors.	David Reynolds	Jill Simpson
School Business	Focus of all matters relating to school facilities and non-human assets such as financial, legal and compliance. Communication with police, HSE or other regulators.	Helen Daniel	Jill Simpson
Administrator	Support the CMT and provide administrative support to the team, including managing, recording and logging of all communications.	Carol Galpin	Admin Team

## Situation Dependent Roles

Media Spokesperson	Acting as the face of the school for the duration of the incident and briefing call handlers.	Iain Turnbull	Crisis Management Team
Logistics and Security/Health and Safety Manager (HSM)	Managing the local school facilities and security.	Helen Daniel	Crisis Management Team
Educational Visits Co-ordinator	The link between the CMT and any external visit and trip provider.	Carol Galpin	Crisis Management Team

IT Support	Ensuring systems are working and identifying technological threats.	David Reynolds	Crisis Management Team
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A crisis can occur at any time of the year, day or night, and a fully-staffed team is required if an incident is to be dealt with efficiently and effectively. It is necessary for deputies to be identified to provide additional support, especially during school holidays.

### Individual Roles and Responsibilities

Each member of the Crisis Management Team will have individual responsibilities. The following lists are not prescriptive, but are instead suggested as action prompts and a possible division of labour, minimising the scope for confusion and reducing duplication of effort.

#### Head of Crisis Management Team

The Head of the Crisis Management Team is: **Iain Turnbull, Headteacher**

#### Before Crisis

- Define and assign roles within the Crisis Management Team.
- Identify potential threats and responses.

#### During Crisis

- Assess situation, placing student and staff safety and welfare above all other considerations. Place focus on establishing facts.
- Activate the Crisis Management Plan and formation of Crisis Management Team.
- Brief the Crisis Management Team on the current situation and establish a response 'tempo', including frequency of update briefings and meetings.
- Establish the school's position and assess strategic response priorities.
- Evaluate the likely effects of the crisis and initiate an effective response.
- Manage and direct the Crisis Management Team.
- Notify Governing Body.
- Agree on who will serve as the Media Spokesperson if not yourself.
- Assess the impact on the school's reputation and oversee an appropriate response.
- Develop a corporate position and message strategy.
- Assess any statutory and reporting requirements to Cannock Chase High School or any other relevant authority or agency.
- Identify stakeholder key issues and grievances, including when to notify key partners, unions, associations etc.
- Seek support, where required, from objective authoritative bodies.
- Brief staff and ensure they are fully informed and updated.
- Arrange for briefing to students and parents who are not directly involved and aim to maintain as normal a school routine as possible. Minimise any disruption to education provision and put arrangements in place to keep the school open.
- Direct the preparation of background information for media and other stakeholder briefings.
- Direct the monitoring of media and control of messaging.
- Maintain communication flows with key senior individuals within external stakeholders.
- Consider activities to assist in business resumption and recovery action.

#### After Crisis

- Aim to restore normal school routine and educational provision as soon as possible.

- Conduct a post-incident de-brief with the CMT and other staff involved.
- Direct that a post-incident review be conducted.
- Maintain co-operation and representation with external statutory bodies such as HSE or police.
- Direct all legal and other compliance matters to be dealt with by appropriate colleagues or agencies.
- Monitor any recovery goals established.
- Evaluate the performance of the Crisis Management Team.
- Consider updating the media and maintaining readiness for future press enquiries.

### Head of Operations: David Reynolds

#### Before Crisis

- Advise the Headteacher and Crisis Management Team on emergency response facilities, plans and resources.
- Identify and evaluate emergency assistance resources that could support the school in the event of a crisis.
- Ensure periodic review of the Crisis Management Plan and distribution.
- Day-to-day liaison with non-crisis external emergency services for familiarisation purposes.

#### During Crisis

- On behalf of the Headteacher, notify and assemble the Crisis Management Team.
- Ensure that the Headteacher has sufficient information upon which to make sound judgement and swift decisions.
- Direct the CMT Administrator (Carol Galpin) to start and maintain a Log of Events.
- Advise the Headteacher on suitable human resource planning and making sure that sufficient suitable staff occupy key CMT and other supporting roles.
- Help ensure that instructions provided by the Headteacher are understood by colleagues, making sure they are clear of delegated tasks and any deadlines specifically related to the crisis response.
- Act as the initial contact for co-ordination of the response, liaising with the emergency services and other organisation in order to allow the Headteacher to plan strategy and for the Headteacher to possibly act as Media Spokesperson.
- Supervision and integration of all emergency response and evacuation plans at incident locations.
- Refer staff to emergency procedures to ensure they are followed.
- Monitor emergency response and need for additional or reduced resources.
- Ensure incident logs are maintained by the CMT Administrator.
- Direct the collation of witness reports, photographs or other material that may be used as evidence in subsequent litigation.
- Ensure that update briefings are provided to staff, students and parents.
- Check that everyone who should have been notified of the incident has been informed.
- Deputise for the Headteacher when necessary.

#### After Crisis

- Review/investigate emergency procedures at incident location.
- Review performance of the Crisis Management Plan.
- Review external resources response.



- Develop post-crisis recommendations and integrate any learnings into standard operating procedures.

### Head of Safety and Welfare: Helen Daniel

#### Before Crisis

- Ensuring systems are maintained for keeping next of kin information up to date for staff and students.
- Ensuring arrangements are in place for short-notice activation of counselling and other professional support services.
- Ensuring that emergency contact details are kept up to date for staff and students, including for specific offsite trips.

#### During Crisis

- Take action to ensure immediate safety of students and staff is being conducted.
- Gather facts relating to injured students and staff and updating the CMT, including name, extent of any injuries and individual's locations.
- Ensure all students and staff are accounted for and emergency services notified of any that are not so.
- Ensure that students are accompanied by either school staff, parents or other appropriate adult.
- Aim to reunite students and parents as soon as possible, including access to telephones if necessary.
- Help to expedite any support to those directly involved and their families, including provision of logistical support such as transport or finance.
- Establish a system for notifying next of kin of students and staff and allocate calls to the most appropriate person. Liaise with Head of Safety and Welfare and police family liaison officers as necessary.
- Provide all student and staff records needed by the Crisis Management Team.
- Liaise with any external support services that relates to student safety and welfare, including medical and counselling services.
- Activate psychological support services for those directly involved and making sure that it is available to all who may benefit from this.
- Establish a staff rota and ensure that staff take regular rest periods.
- Identify any special requirements related to those affected such as religious, medical or dietary requirements.
- Identify individuals with SEN or other factors that might impact response strategies.
- Ensure protection of victim, customer and next of kin information.
- Ensure students' return home arrangements are sufficient.
- Arrange communication in the most effective way for those not directly involved, including students, parents, staff and other services.
- Ensure that regular information is being provided to students, parents of those directly involved and staff. Assist Headteacher with delivering briefings in small groups with professional support available.

#### After Crisis

- Ensure short term follow-up actions are completed with external support agencies.
- Consider arrangements for remote learning for students if necessary.
- Ensure medium term support is provided to students and staff and monitor.

- Ensure that funerals are attended by appropriate staff and that other memorial activities are planned.
- Make provision for anniversaries and ensure that these are marked in the most appropriate way.

### Head of Communications: **David Reynolds**

#### Before Crisis

- Develop an effective crisis communication process and procedure.
- Establish who the school's key external stakeholders are and ensure that their contact details are kept up to date and included in the Crisis Management Plan.
- Establish on-going relationships with local press and media.
- Develop and understand the school's crisis strategy and key messages.
- Draft template press statements for most likely worst case scenarios.
- Identify a suitable location on the school site for press interviews that allows for students, staff and parents to access the site without being filmed or questioned.

#### During Crisis

- Activate dedicated telephone lines for incoming and outbound calls to the school.
- Alter answerphone on the school switchboard and update this as necessary.
- Ensure sufficient staff are available to answer calls and briefed with an approved script, to take messages and to direct questions to the most appropriate person.
- Help the Headteacher draft statements and other written communications.
- Update the school website with a statement and then post regular updates.
- Ensure that correct approval from the Headteacher is provided before any external communication or release of information.
- Assist the Media Spokesperson and ensure that they are equipped with facts and key messages before interviews.
- Facilitate media interviews with the spokesperson and co-ordinating conferences.
- Initiate effective communications with those affected and communicate the Headteacher's message through chosen channels.
- Maintain records of what communications have been delivered and through what means on the event log.
- Ensure that statements and updates to the media are aligned with those to parents and other external stakeholders.
- Arrange for letters or e-mails to be distributed to parents.
- Monitor that the Headteacher's approved messages are delivered in all external communications.
- Request support from agencies, the Local Authority etc. and maintain liaison with them.
- Shield students and next of kin as far as is practicable from intrusive media interest. Seek support from police if necessary.

#### After Crisis

- Ensure that any media follow up actions are conducted.
- Monitor the post-incident communications and ensure that the Headteacher is notified of any adverse or false messages in the press, on-line or social media and address swiftly.
- Ensure that the school website is updated.
- Review crisis communications performance.

- Be alert for media attention approaching anniversaries, memorials, court inquests or other indirectly related events that may re-ignite interest.

### Head of School Business and Operations: **Helen Daniel**

#### Before Crisis

- Ensure that the school meets its regulatory and statutory requirements for emergency planning.
- Ensure access to financial resources at short notice, including availability of a cash float.
- Ensure insurance arrangements include sufficient cover for crisis containment.
- Plan resilience with Head of Logistics and Security.

#### During Crisis

- CMT focal point for all matters relating to facilities, security, legal, compliance and security matters.
- Work with Head of Logistics and Security to ensure they have sufficient resources to conduct their role.
- Notify insurance company of crisis and establish what support might be available.
- Notify legal advisers.
- Notify any extended services, commercial or other partners that use the school site.
- Provide access to financial or other resources as necessary.
- Provide advice and support to the Crisis Management Team.
- Direct the collation of evidence and witness statements to aid with investigations.

#### After Crisis

- Maintain a log of any regulatory notifications and responses.
- Liaise with legal advisers and regulators such as HSE and police and ensure cooperative access to information.
- Direct the completion of statutory paperwork and documentation such as RIDDOR.

### Incident Administrator: **Carol Galpin**

#### Before Crisis

- Ensure familiarity with the Crisis Management Plan, the Incident Administrator role and any administrative crisis documents.

#### During Crisis

- In conjunction with the Head of Operations, ensure that the Crisis Room is set up and ready for use with necessary stationery, IT, telephone and other resources.
- Accurately log all key external communications and decisions by the CMT members.
- Take minutes at all meetings.
- Monitor CMT telephone lines and email accounts.
- Provide administrative support to the Head of the Crisis Management Team and other members of the team in any way necessary.

#### After Crisis

- Ensure that all documentation is up-to-date, legible and securely archived.
- Assist the Head of Operations with disassembly of the Crisis Room and the returning of it to its previous, pre-crisis state.
- Assist with the compilation of documents for reviews and investigations.

## Incident Specific Roles

### Spokesperson

- The spokesperson is the public 'face' of the school and as such this is an essential role.
- The spokesperson's role is to talk to the public and school and local community and not the press *per se* i.e. the press are the method of communicating.
- The Head of Communications and spokesperson should prepare carefully before any interview and identify likely questions that may be asked and prepare answers for these.
- The Spokesperson should concentrate on delivering the school's key messages, summarised by the 'three Cs':
  - Care and concern: for those affected
  - Control: that the school is in control and is taking positive actions
  - Commitment: to learning lessons and preventing recurrences
- All answers to interviewers' questions should attempt to evidence and reinforce these key messages.

### Social Media

Different situations will require differing responses but there are some key tactics for all social media crisis management:

- Acknowledge the incident and your Plan to address it in order to prevent rumour and conjecture. Respond swiftly as delay will allow negative comments to build;
- Respond using the same channels that are being used by your social media stakeholders;
- Use the same communication strategies as recommended by Pharos Response for other incident communication. This is summarised by the 'three Cs';
- Be prepared to use the word 'sorry' early on in the incident rather than appearing defensive;
- Direct people to the school's website when possible and when appropriate to do so. Include an incident-specific page where updates can be made so that this becomes the 'go to' source of information rather than social media. This page should be regularly updated to include facts, and must also correlate with any other external messages provided in press statements;
- Take it offline. Deal with individuals privately by asking them to direct message (DM) you or contact them directly rather than enter into a public discussion (that may be perceived as an argument and could escalate the situation). In certain circumstances and when already known to your school already, it may be appropriate to contact them directly;
- If appropriate, mobilise advocates that you have built relationships with prior to the crisis with your overall social media strategy – their positive messages can defend or neutralise possible attacks.

### Logistics and Security

- Protect property and assets, for example by isolating utility supplies such as gas and electricity mains.
- Provide emergency service access to the school and escort them to specific locations if necessary.
- Advise emergency services on any site hazards and provide access to plans, documents and management plans for utility supplies, asbestos, chemical safety data sheets etc.
- Arrange and manage access control to the site and prevent unauthorised individuals from entering.
- Facilitate ease of access to the site that is sensitive to parents and next of kin, allowing them to access and egress without being filmed or questioned by journalists.

- Liaise with emergency facilities repairs suppliers such as gas engineers, plumbers, electricians etc.
- Work closely with the Executive Business Manager during the crisis.
- Maintain site health and safety for students, staff and any visitors.
- Provide any necessary logistical support to the CMT that might help it respond effectively to the crisis.

#### Educational Visits Co-ordinator **Carol Galpin**

- Provide the CMT with all plans and relevant documents relating to the visit including itineraries, risk assessments, consent/medical forms, emergency plans etc.
- Brief the CMT on the nature of the visit.
- Liaise with trip providers such as travel companies, coach operators and other suppliers.
- Liaise with the visit leader and provide a communications link from the group to the CMT.
- Pre-visit monitoring of staff to student ratios to ensure students would be sufficiently supervised in the immediate aftermath.
- Contact the Foreign and Commonwealth Office if necessary and ask for support.
- Assess insurance implications with Executive Business Manager and notify the travel insurance provider.
- Consider curtailment of visit and repatriation arrangements.
- Consider logistics of sending family members to hospitals overseas with travel insurance.
- Consider sending member of staff to the location to support the visit leader.

#### IT Support

- Managing and maintaining IT and telephony resilience during the crisis.
- Assisting with updates to websites.
- Assisting CMT with any IT requests to help them conduct the Planning response.
- Maintaining servers and preparing for higher than usual web and other traffic.
- Recovery of data for investigations.
- Helping to establish emergency telephone system, call register, recording facilities, incident logs, facsimile, dedicated lines, electronic whiteboards, provision of mobile phones, etc.

## **Section 4: Crisis Response Procedures**

### **What to do First**

Once the Head of the Crisis Management Team has assembled the team in a suitable (preferably pre-designated) location, the initial priority is to ESTABLISH THE FACTS. Information gathered should be verifiable, accurate and reliable, not elaborated, enhanced, inferred, suggested, assumed or based on hearsay. Once initial facts have been established, the focus is on developing a structure to response, logging all communications and activities, and opening lines of communication with key stakeholders.

The following is a list of 20 immediate considerations that might be taken into account in the event of a crisis, the order of which will vary depending on the incident type.

<b>CMT TOP 20 IMMEDIATE ACTIONS</b>		
<b>Action</b>	<b>Allocated to</b>	<b>Completed by</b>
Record initial incident details (double check first aid given, emergency services called and no risk of further harm)	Iain Turnbull	Crisis Management Team (CMT)
Confirm exact details of those involved and their current location	Iain Turnbull	CMT
Establish a dedicated contact at the scene and a time for next contact	Iain Turnbull	CMT
Action telephone call-out to all crisis response staff	Iain Turnbull	CMT
Set up crisis response Planning room	Carol Galpin	CMT
Person on call to provide update on current situation	Iain Turnbull	CMT
Confirm internal logistics needed to respond e.g. telephones, IT	David Reynolds	CMT
Notify next of kin	Iain Turnbull	CMT
Consider school routine	Iain Turnbull/ Deputies	CMT
Approve and edit press holding statements	Iain Turnbull	CMT
Appoint liaison officer to travel to scene of incident. Make travel enquiries and prepare to travel (including overseas as necessary)	Iain Turnbull	CMT
Inform staff and issue 'line to take' to deal with enquiries	Iain Turnbull	CMT
Inform insurers	Helen Daniel	CMT
Consider the building's security to prevent unauthorised access	Helen Daniel	CMT
Consider longevity of incident response	Iain Turnbull	CMT
Notify commercial partners or other related organisations as necessary	Helen Daniel	CMT
Liaise with the police and regulators	Iain Turnbull/ Deputies	CMT
Review the make up of the Crisis Management Team and call in additional staff as necessary	Iain Turnbull	CMT
Monitor social and other media	Jill Simpson	CMT
Pause: review progress so far and summarise situation to the Crisis Management Team	Iain Turnbull	CMT

## **Section 5: Incident Specific Response Considerations**

This section describes a range of scenarios that have been identified as possible crisis situations.

### **Violent Act**

The use of violence against a student or member of staff.

- Confirm who the victim and alleged offender is, their location and the locations/injuries of victims.
- Consider appropriate lockdown procedure.
- Confirm incident location is secure and ensure others are not in harm's way.
- Ensure that the victim is receiving appropriate medical care.
- Notify Headteacher.
- Head to consider notification of Crisis Management Team.
- Start log of events.

- Notify police - this is a criminal act. Call non-emergency number 101 if there is no further threat or 999 if there is potential for further threat of harm.
- Follow pre-determined emergency/evacuation procedures.
- Liaise internally with staff and police.
- Clarify with police who is contacting next of kin and if it is a school member of staff who does this, ensure that they are briefed.
- Offer appropriate welfare and counselling services.
- Develop internal message strategy, and standby message strategy for worst-case scenario of people being killed or injured, or property/asset damage occurring.
- Liaise with insurer and lawyer re corporate ramifications.
- Consider all commercial, insurance and risk management issues.
- Review existing practices in light of incident, and institute any necessary immediate amendments to policies or procedures.
- Integrate any key learning points into emergency and crisis Plans.

### **Safeguarding Incident**

An incident where a student is alleged to have been abused or neglected whilst under the care of Cannock Chase High School or its subcontractors. Alternatively, it could be a situation where a member of staff with access to young people is accused of a sexual offence.

- Confirm who the alleged offender is, their location and the locations/injuries of any victims.
- Confirm others are no longer at immediate risk.
- Ensure that the victim is receiving appropriate medical care if appropriate.
- Notify Headteacher.
- Headteacher to consider notification of Crisis Management Team.
- Start log of events.
- Note that it is not the responsibility of the school to decide whether a criminal offence has occurred.
- Report the incident to the police on 999 if there is an immediate risk to anyone.
- Report the incident to the Safeguarding Team/Social Services of the Local Authority where the alleged victims reside.
- Limit communications to those that need to know such as statutory bodies, next of kin and immediate management in order to maintain confidentiality.
- Consider disciplinary action appropriate to the offence.
- Notify next of kin/carer.
- Notify insurer and school legal advisers.
- Follow safeguarding policies and review their effect in the aftermath.

### **Major Health and Safety Performance Failure**

A critical failure of the school where young people are placed at risk or exposed to harm by the school or any subcontractors.

- Establish the root cause as soon as possible.
- Establish the current extent of commercial damage and potential further threat ie. “what does the worse case look like”?.
- Partner communication at the appropriate level of seniority as soon as possible.

- Establish synchronised communication strategy with any partners, both internal and external.
- Establish synchronised media strategy with any partners and share press statements before release.

### **Multiple Casualty Accident**

An accident affecting multiple students or staff resulting in multiple serious injuries and/or fatalities. This could be caused by a road traffic accident involving a vehicle controlled by the school, its partners or subcontractors, or a building/services failure such as carbon monoxide or food poisoning.

- Confirm that emergency services have been called.
- Consider appropriate lockdown procedure.
- Confirm that incident location is secure and others are not at risk of further harm.
- Start a list of all potential individuals and add their injuries/status and location, hospital name/ward.
- Ensure that all victims are receiving appropriate emergency medical care.
- Notify Headteacher.
- Headteacher to notify Crisis Management Team.
- Start log of events.
- Follow pre-determined emergency/evacuation procedures.
- Work as appropriate with external emergency services in preservation of evidence.
- Attempt to ascertain likely cause and that others are not likely to be placed at risk from similar resources or operations. Consider ceasing similar or related operational activity and/or review/amend existing policy and practice.
- Ensure next of kin are notified via the correct means. UK death protocol dictates that it is the police or medical professionals who are mandated to notify next of kin.
- Ensure that logistical processes are smoothed as much as possible for the next of kin. Provide a named school point of contact for them to liaise with.
- Consider issuing a help/information line for next of kin.
- Offer support, counselling and welfare services.
- Consider possible environmental effects.
- Consider and deal with all emerging issues, such as whether there was a breach of policy/procedures, environmental pollution, community effects, etc.

### **Murder/Death by Suicide**

A student, employee or third party that is murdered or is killed by suicide whilst on a school premises or visit, or otherwise in the direct duty of care and supervision of the school at the time.

- Notify the police on 999.
- Facilitate the safe removal of other students, staff, public or third parties from the location and help secure the area.
- Confirm who the victim is and their location.
- Assist emergency services in recovery and identification of deceased and with preservation of evidence. Note that the police may not be able to rule out a criminal act in the event of suicide despite evidence suggesting the immediate cause.
- Confirm incident location is secure and that others are not in harm's way.



- Notify Headteacher.
- Headteacher to notify Crisis Management Team.
- Start log of events.
- Clarify with police when they are notifying next of kin.
- Ensure that logistical processes are smoothed as much as possible for the next of kin. Provide a named school point of contact for them to liaise with.
- Offer appropriate welfare and counselling services.
- Develop internal message strategy, and standby message strategy for worst-case scenario of the school being directly implicated as a cause.
- Consider sensitivity of future usage of the locations/resource.

### **Loss of Communications/Systems/IT Failure**

A critical loss of data relating to students or other loss that significantly affects the school's reputation or ability to continue. This could be as a result of an error, infrastructure incident such as a fire/flood or due to offensive acts by disgruntled employees/external sources.

- Determine character, degree, risk and extent of affected asset.
- Brief Headteacher.
- Establish emergency communications.
- Develop communication strategy for all stakeholders.
- Consult list of contacts who can provide/repair equipment if existing equipment is out of service.
- Activate Plan for emergency power supplies if necessary.
- Action emergency switchboard relocation Plans if necessary.
- Provide strategic Planning support to deal with the emerging issues.
- Short-term security and back-up recovery Plans need to be put into place for such failures.
- Examine legal, commercial and insurance ramifications.

### **Terrorist or Bomb Threat Telephone Call**

Most threats are hoaxes but they must be taken seriously. If such a call is received, it is important to advise the school's call handler of the questions to ask in order to provide the police with as much information as possible.

- Stay calm.
- Let the caller finish their message without interruption.
- Attempt to record or write down as much of what is said, in detail. This may include a codeword that will be important to the police.
- Make a note of exact time of call (check on switchboard or handset if necessary), the caller's sex and likely age, any accent or other distinguishing verbal traits such as speech impediments, slurring of words, attempts to disguise voice and any notable or identifiable background noise.
- When the caller has finished their message, attempt to ask further questions, without provoking them:
  - Location of any devices;
  - Time of planned detonation/release;
  - What the device looks like;
  - What will cause the explosion/release;

- Who they are and why they are doing this. This may even include a name, organisation and other details.
- Attempt to dial 1471 to get the caller’s telephone number (possible if made from a landline with no attempt to disguise).
- Call the police on 999 immediately and relay the above information.
- Consider appropriate lockdown procedure.

## **Dynamic Security Response Procedures**

A key factor for deciding whether to evacuate the school or not depends on whether the threat is external or internal to the site and school buildings. If the threat is confirmed within the buildings, evacuation will in some circumstances be the best course of action. If the threat is outside the school buildings, it may be safer to stay inside.

The decision to evacuate is a dynamic one depending on the threat and will normally be the Headteacher’s (or other LT member). The police may be able to advise or, in some cases, even order an evacuation but **the school must not delay in making a decision.**

Depending on the nature of the threat, one of the following procedures shall be followed:

1. restricted access lockdown;
2. full lockdown;
3. partial lockdown;
4. full evacuation.

Restricted access, full or partial lockdown are procedures to quickly restrict access and egress to the school site and aim to prevent or frustrate intruders accessing the site or parts whilst also preventing students and staff moving into danger areas. This will also reduce the potential number of casualties by restricting movement of armed intruders.

Firearms attacks are far less likely than knife attacks but responses are similar.

### 1 Restricted Access Lockdown

Restricted access lockdowns are precautionary measures that aim to increase the state of preparedness whilst also retaining a degree of normality to educational activity.

- On site outdoor activity at the school to cease immediately. Students and staff verbally instructed to return to main building.
- Staff supervising sports or other *nearby* offsite activity in publicly accessible locations to be telephoned and informed of threat and instruct to return to school as soon as possible.
- Staff leading offsite visits to be telephoned and instructed to conduct one of the following actions, depending on which is assessed by LT as the safest:
  - Continue with visit and do not return to school, remaining in contact with LT;
  - Return students home or arrange parent collection from selected alternative safe location away from school.
- Staff and students remain in school buildings with external doors and windows locked.
- Facilities staff to lock perimeter gates and other access points.
- Register taken – school office to contact each class in turn for an attendance report.
- Consider whether visitors are safe to leave site or should remain inside.

- Free movement may be permitted within the building dependent upon dynamic and threat assessment by LT.
- Remain in restricted access lockdown until an authorised all clear given by LT member, emergency services (OR if the threat increases, a full lockdown is necessary).
- Consider safe time and location for parent collection with advice from Police after all clear.

## 2 Full Lockdown

A full lockdown is an emergency procedure in response to an immediate threat to the school.

- Site team signal lockdown via a lockdown alert/Team SoS message and an alert will show on desktops around the school.
- Move students into classrooms or other lockable offices or rooms rather than mass gathering in halls.
- Staff and students caught outside to be instructed by LT to follow either of the following actions, depending on a dynamic threat assessment by LT. Seek advice from police if sufficient time:
  1. Get inside as soon as possible – locate to Sports Hall/Halls if outside for lunch and changing rooms if outside for PE lesson and lockdown, i.e. invacuation;
  2. Evacuate and congregate at chosen assembly area (school field) until arrival of school management or emergency services.
- Facilities staff to lock doors, all perimeter gates, access points and external doors.
- Lock interconnecting internal doors to create sections in the buildings.
- Shut and if possible lock windows, close blinds and turn off lights, turn off mobile telephone ringtones and vibrate function (but keep staff phones switched on).
- Push furniture such as filing cabinets or desks against doors to further slow or restrict access.
- Staff must keep students in classrooms until given the all clear by school staff or those confirmed as emergency services. Resist temptation to explore noises outside of classrooms.
- Sit on floors, under desks and keep away from doors and windows.
- Staff should attempt to promote a calm atmosphere in classrooms, providing quiet emotional support to students as necessary.
- Switch off televisions, IT or other electronic devices that may make a noise.
- Do not allow anyone out of the classroom during a lockdown procedure in any circumstances as there is the possibility that armed police could mistake their identity. If the time is protracted, consider cordoning off an area in the room as a temporary 'bathroom' using plastic bottles etc.
- Staff should remain with any students they find themselves with until given the all clear.
- The Headteacher and any relevant non-teaching staff who can be safely assembled should form a school emergency response team.
- Parents should be instructed not to come to the school during the lockdown.
- Hosts should account for the whereabouts of visitors.
- Register taken - the office will contact each class in turn to confirm those present and missing reported to LT and emergency services.
- Staff and students must remain in lockdown until it has been lifted by a member of LT – via Team SoS alert/bell/emergency services or advice is provided by emergency services to move to restricted access or partial lockdown instead.

- Once all clear is provided and post-incident communication plans are confirmed, parents should be instructed to collect their children from either the school or assembly area. Consideration should be provided for providing students and parents with a briefing, written letters, teacher meetings or intranet messages home.
- Assist emergency services with immediate post incident investigation.

#### 4 Full Evacuation

A full evacuation decision could be made where the threat is inside the school grounds and there is no direct additional risk to students or staff from evacuating. An example situation where a full evacuation is likely is in response to a bomb threat or a suspicious item within the school. Since the procedure is similar to the fire evacuation procedure, the fire alarm should be used but be backed up with verbal instructions. Evacuate to the school field and assemble in relevant assembly points, with a member of LT taking the grab bag and first aid kit with them. Additional support must be given to injured, vulnerable or individuals with other disabilities. Facilities staff should act as marshals and wear hi-vis jackets.

#### **Assembly Areas**

Assembly areas are pre-defined locations where it is possible to safely and swiftly evacuate large numbers of students and staff to in an emergency. Assembly areas are locations away from immediate threat from where registers can be taken and first aid provided whilst awaiting emergency services arrival. It is recommended that at least one suitable location outside of the grounds be identified as a security assembly area, in addition to the standard one used for fire drills. It may be necessary to have more than one offsite assembly area depending on the school layout, complexity of exits and the available options.

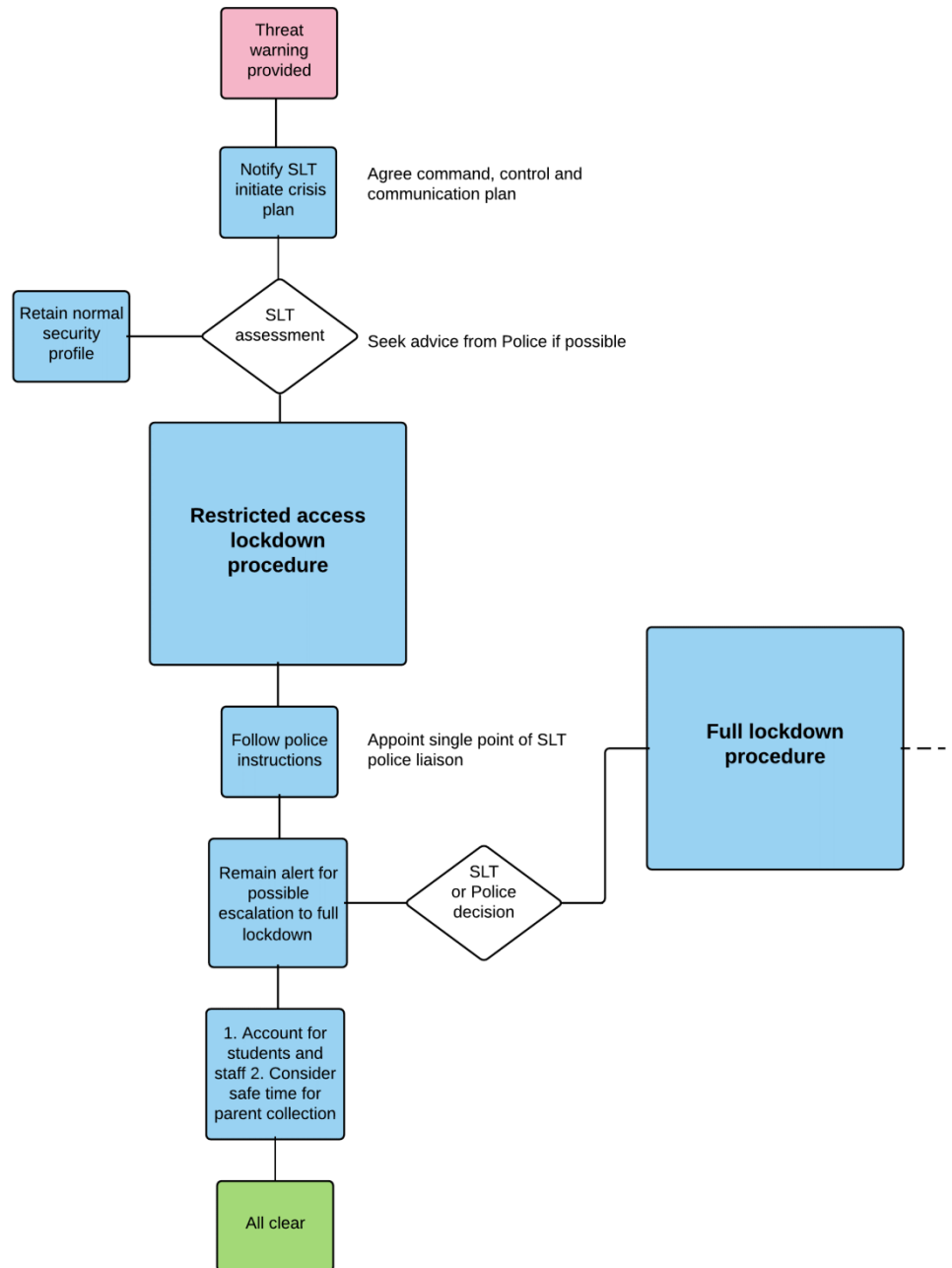
Assembly areas should be known to all students and staff and be clearly marked on security response maps. If possible, locations should be discussed with Police, Fire & Rescue and the Local Authority Emergency Planning Officers who may advise distances from the school grounds of 100m, 200m or 400m (depending on safe distances from small, medium or larger non-vehicle borne explosive devices). Whilst it may not be possible to identify an 'ideal' location, some specific assembly area planning considerations include the following characteristics.

- Clear – The first member of LT to arrive should make a hasty visual check of the assembly area to check for obvious threats or hazards. Car parks are not suitable locations as they may mask the potential of hidden threats.
- Size – Large enough for all students and staff to congregate in a formalised way.
- Vehicular access – For emergency services and possible parental collection or other dispersal.
- Location – Where it is easy and safe to get to by foot e.g. without having to cross a major road and where onward dispersal can be affected without re-entering school grounds. The assembly area should be separate to any emergency service RVP (rendezvous point).
- Shelter – Building/s or other cover from elements, especially for vulnerable or injured people if possible.

## Flow Diagrams

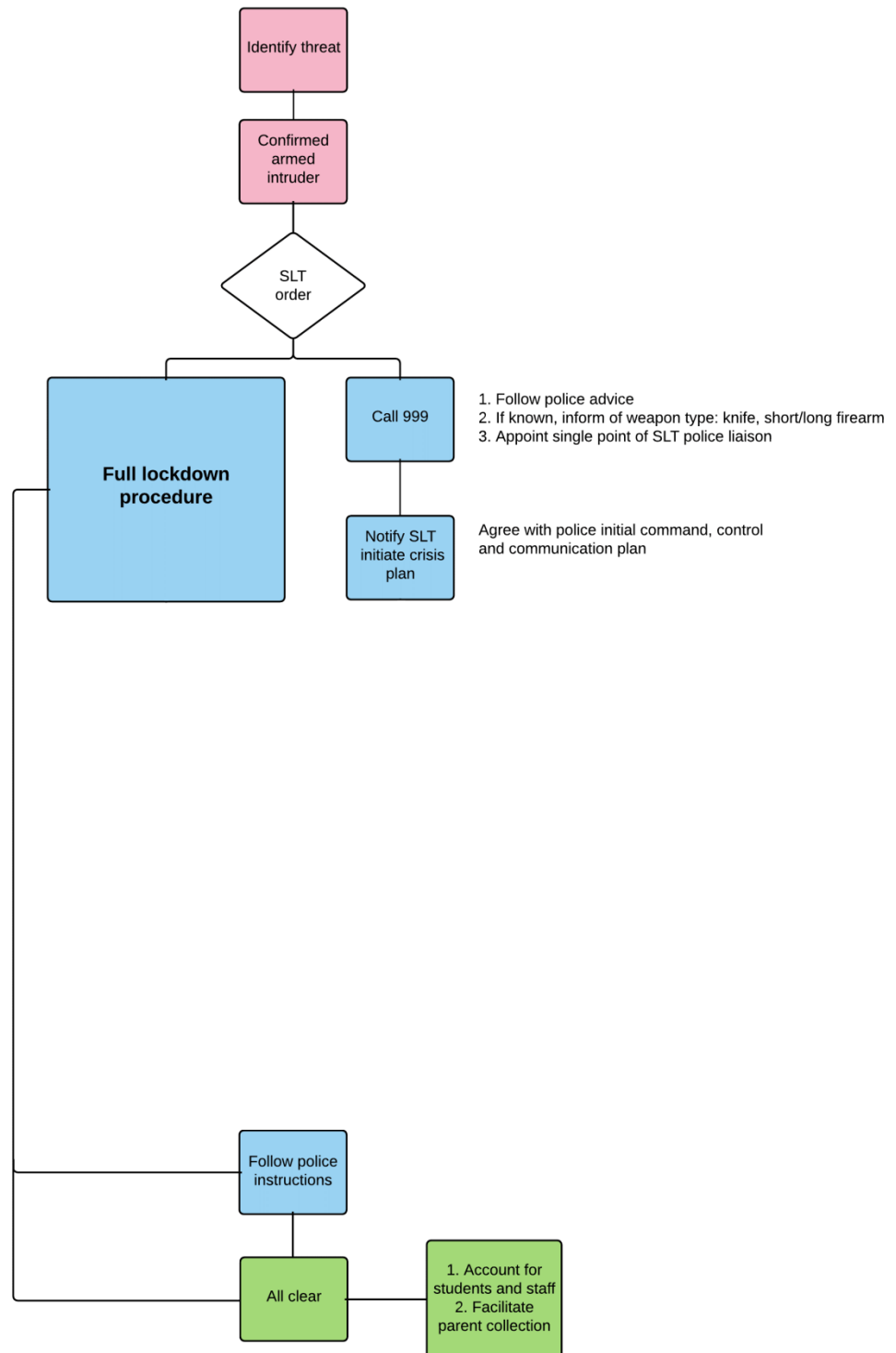
### Localised Threat or Hazard Procedure

#### Localised threat or hazard procedure



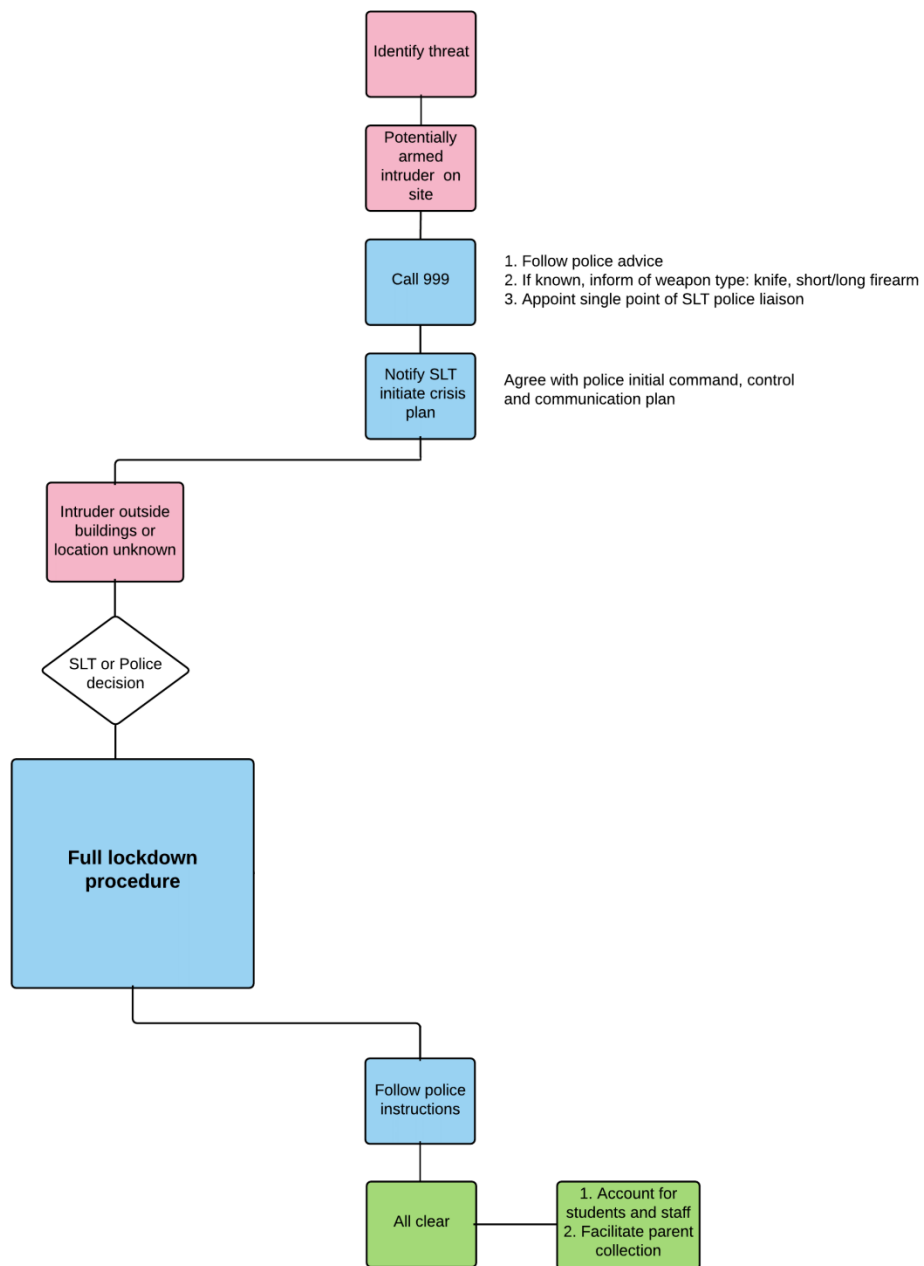
## Confirmed Armed Intruder Procedure

### Confirmed armed intruder procedure



## Potentially Armed Intruder Procedure

### Potentially armed intruder procedure



## Section 6: Crisis Communications Checklist

### Top 10 Tips for Effective Crisis Communications

- ✓ Get the facts together so you are prepared.
- ✓ Key messages:
  1. Care and concern (for the students and staff)
  2. Control (what we are doing about the situation)
  3. Commitment (to learning any lessons)
- ✓ Proactivity in managing the situation – earliest possible involvement of specialist PR staff.
- ✓ Press management Plan - decide whether to alert the media & how to manage the media.
- ✓ Approval and sign off - ensure you have the right level of sign off for any communication with externals.
- ✓ Monitor all media - use the internet & news channels as sources of information and monitor all news.
- ✓ Provide media resource area - implement a press area (secure, sound-proof and away from the operational management).
- ✓ Remember compassion & consideration for those affected - saying *sorry* isn't an admission of guilt.
- ✓ Hold regular team briefings to keep everyone in the picture – one voice.
- ✓ The truth and only the truth.

### Receiving Press Calls: A Quick Guide for School Reception Staff

This checklist should be distributed to all school staff when it is assessed that press enquiries in relation to an incident are likely. Press calls are likely to be received by Reception or designated press lines, but they can potentially be received by anyone during times of high call volume or when journalists are attempting to avoid the official communication channels.

- Before talking to any journalist you should contact the Headteacher.
- If you are approached to comment on an issue by a journalist (regional or national), you should simply explain that you are not the person they need to speak to as you don't have the information they require. Instead, offer to get someone to call them back ASAP.
- Take their details (name, contact details, publication and any deadline they have) and pass this information on. Immediately contact the Headteacher, do not attempt to transfer their call to someone.
- Always bear in mind that whilst talking to a journalist, even if you know them, you may be quoted at a later stage. There is no such thing as 'off the record'.
- Be professional, polite and courteous. Avoid sounding defensive as this may raise suspicion.
- Don't be tempted to answer questions about the incident or other seemingly basic questions.



## Section 7: Logistical Considerations

### Siting the Crisis Management Team

Unless decided otherwise, the designated Crisis Room shall be the following location:

#### **DESIGNATED CRISIS ROOM – CONFERENCE ROOM**

This location has access to telecommunications and IT equipment and will offer enough space to accommodate the entire team, as well as any additional support staff. The facility is self-contained and easily secured, and will allow the Crisis Management Team to create an environment where they can focus on delivering an effective response, free from incoming calls, disruption, interference and external observation.

Any rooms that can be viewed from outside or public spaces (even from a higher floor in a neighbouring property) should have the facility to be fully covered – consider fitting blinds in rooms where they are not already fitted.

The Headteacher's office is designated as a Quiet Room (where individual members of the the Crisis Management Team can make private calls or think in silence).

### Alternative Locations and Back-up Plans

In the event of a critical infrastructure failure (eg. loss of power, flood, fire), the Crisis Room will need to relocate to an alternative location. In such an instance, the **BACK UP CRISIS ROOM – F Block** will serve as the back-up Crisis Room.

### Accommodating the Media and Other Visitors

In the event of a crisis or serious incident, it is possible that representatives from the media will visit Cannock Chase High School's premises, either as invited guests or, more likely, arriving unannounced. Whilst they will not be given access to the Crisis Management Team, consideration does need to be given to accommodating such individuals, both in between and during media briefings and press conferences. The suggested location for the Media Room is **Lower School Hall**.

It is also possible that external agencies, next of kin and additional visitors will be invited onto Cannock Chase High School premises. In this instance a Visitor Room will need to be set up, where individuals can relax and partake in refreshments without interrupting the Crisis Management Team. In this instance, it is suggested that **Lower site staff room** serve as the Visitor Room.

### Information Technology, Communications and Resources

The Crisis Management Team will require access to the following equipment.

- Mobile telephones: Crisis Management Team members should bring their standard and duty mobiles for use in the Crisis Room.
- Computers: Two (one network PC, one laptop, etc.).
- Whiteboards and dry wipe pens.

- Digital projector and screen/suitable wall.
- Wall space for hanging maps, drawings, etc.
- Blackout blinds or window curtains.
- First aid kit for members of CMT.
- Video conferencing facilities.
- Copies of the Crisis Management Plan .
- All appropriate corporate policy documents, standard operating procedures and contingency plans.
- Emergency/Evacuation Plan for location.
- Employee contact directories.
- Other emergency data.
- Telephone directories.
- Batteries for wireless devices.
- Pin board - for maps, notices, etc.
- Stationery - incident log sheets, incident message pads, pens, pencils, whiteboard pens/duster (limit to dry wipe only), note pads, pins, sellotape, etc.

Additionally, access to the following equipment is desirable:

- photocopying machine;
- additional computer terminals;
- electronic whiteboards;
- fax machines;
- additional mobile telephones;
- additional tables;
- telephones (sufficient lines to handle priority calls in, and priority crisis calls out);
- whiteboard for incident and activity recording;
- telephone directories (internal, national and international directories);
- telephone call log sheets.

As the central point for all media representatives, the Media Room will require the following equipment:

- telephones/fax;
- chairs/tables;
- background information kit;
- press security ID cards;
- lectern, whiteboard and 20 chairs;
- 3 phase power (for television);
- audio recorder (for reference);
- overhead projector and screen;
- pinboard for charts.

## **Transport**

It is possible that members of the Crisis Management Team will require access to vehicles during a crisis e.g. visiting an incident location or victims in hospital. Consideration, therefore, needs to be given to ensuring that vehicles are all running, fuelled and not blocked into car parking.

## Grab Bag

This is a physical bag or rucksack that is easily accessible to the CMT and contains sufficient resources to allow a member of the CMT to function away from the Crisis Room. Potential deployment situations might include when a member of the team travels to the assembly area or should the Crisis Room need to be abandoned temporarily. Items will include as a minimum, the following:

- Crisis Response Plan – current version;
- other internal procedures and key documents;
- staff list and other key contact details;
- utilities and other logistical contact details/policy numbers;
- office layouts/plans;
- building/gate and other essential keys;
- building/gate and other essential codes or swipe cards;
- fire and security alarm company details and codes;
- local area/public transport maps;
- high visibility jackets;
- loudhailer;
- first aid kit;
- torch and spare batteries;
- spare mobile phone and PAYG sim card and charger;
- spare phone charger (multi adapter and vehicle charger);
- extension cable;
- international plug adapter;
- stationery to include note book and pen;
- log sheets;
- cash float for taxi/transport;

## Finance

It is quite possible that money will be needed to pay for unexpected expenses. The Head of the Crisis Management Team should therefore have access to a float, as well as the ability to authorise payments for incidental costs (such as staff refreshments during prolonged periods away from the office or taxis for parents making visits to the hospital).

## Longevity

Responding to an emergency can be exhausting and potentially upsetting. Staff cannot work indefinitely and during a protracted incident it will be necessary to consider shift patterns. The timing of shift changes should be staggered to ensure replacements have an opportunity to be briefed properly and become accustomed to their role.

<b>Implementation date:</b>	January 2023
<b>Last review date:</b>	
<b>Next Review date:</b>	January 2024
<b>Statutory Policy:</b>	No

## Appendix A: Incident Classification Summary

Minor Incidents	
Criteria	
Responses	
Examples	
Medium Incidents	
Criteria	
Responses	
Examples	
Major Incidents	
Criteria	
Responses	
Examples	

## Appendix B: Initial Incident Communications Log

<b>Staff name</b>	<b>Date of call</b> <b>Time of call</b>
<b>Caller name</b> <b>Caller organisation</b>	<b>Caller's number</b>

<b>Incident category</b> <input type="checkbox"/> Minor <input type="checkbox"/> Medium <input type="checkbox"/> Major	<b>Comments</b>
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<p><b>Incident details</b></p> <p>Confirm incident scene now secure</p> <p>What happened</p> <p>Location of incident</p> <p>Names of injured persons</p> <p>Current locations of injured persons</p> <p>Involvement of external agencies e.g. police, HSE, social services</p> <p>Media enquiries received</p> <p>What assistance is required</p> <p>Time of next contact and who with</p>
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