

Founded 1642



New Hall School

Whole School Crisis Management Plan

Reviewed by	Senior Leadership & Management Team
Date	August 2018
Authorised by	Board of Governors of New Hall
ISI Code	B19

WHOLE SCHOOL CRISIS MANAGEMENT PLAN

Please also refer to the Safeguarding & Child Protection Policy, Crisis Management Plan, Critical Incidents, Health & Safety Policy, First Aid Policy, Missing Student Policy, Fire Safety Policy, e-Safety Policy, Risk Assessment Policy for Student Policy, Risk Assessment Policy, Educational Visits Policy, Protective Security Policy and Supervision Policy

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1. Definition

A crisis (or emergency) is: an event, or events, usually sudden, which involves experiencing significant personal distress, to a level which potentially overwhelms normal responses and procedures and which is likely to have emotional and organisational consequences. Crises can arise from within school (e.g. fire, intruder, health scare, boiler explosion), or school may have to respond to external emergencies, that affect us and the wider community (e.g. train crash, gas leak, severe weather). There is significant overlap in the Crisis Management Plan with specific policies, which are referenced above.

2. Aims of the School Crisis Management Plan (CMP)

1. To create an awareness of the need for planned arrangements to be made thus minimising risks to the school reputation and the school community
2. To develop complementary emergency arrangements that facilitate effective recovery from a situation
3. To give guidance so as to minimise any adverse publicity and to ensure all external enquiries are dealt with by nominated individuals
4. To provide re-assurance of the practical help that is available from the local services and other agencies, during and after an emergency
5. To minimise the impact of the crisis
6. To implement the response to the crisis

3. Scope of the School Crisis Management Plan

This is a whole school plan, which includes Early Years and boarding.

This plan is to encompass events such as:

In School:

- A deliberate act of violence, such as the use of a knife or firearm, or threat of violence, such as bomb threat
- An act of terrorism
- A school fire or laboratory explosion
- A student or teacher being taken hostage or going missing
- An outbreak of an infectious health hazard
- The destruction or serious vandalising of part of the school
- The death of a student, parent or member of staff
- The occurrence of adverse media attention

Outside School:

- The death of a student
- The death of a parent or member of staff through natural causes or accident
- A transport-related accident involving students and/or members of staff

- A more widespread disaster in the community
- Death or injuries on school journeys or excursions
- Civil disturbances and terrorism
- A student or teacher being taken hostage or going missing

In respect of school trips and visits, additional guidance is available in the Staff Handbook on the shared drive under the following sections:

- Health & Safety Policy
- Risk Assessment Policy
- Minibus Policy
- Educational Visits Policy

4. Regulatory Framework

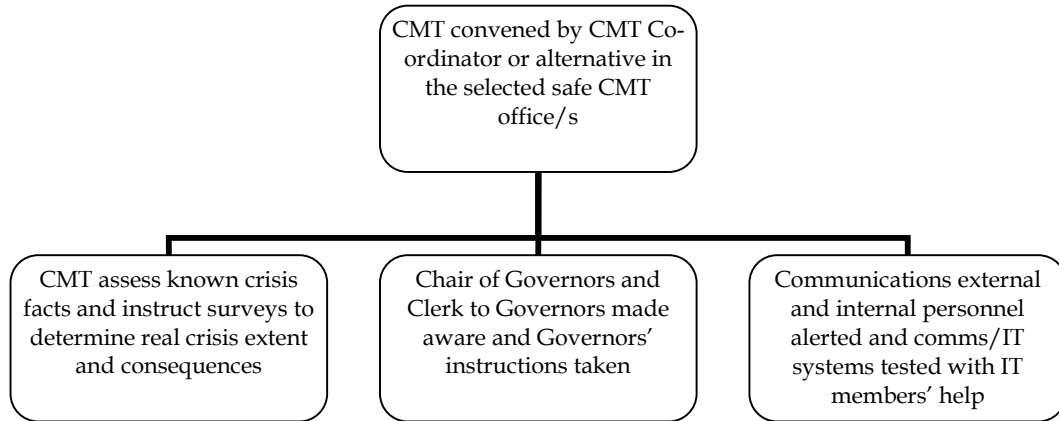
The regulatory framework requiring schools to have in place a policy for crisis management and communications is diffuse, and not wholly explicit, resting on:

- ISI Regulatory Standard, Parts 3, 11 and 13: the school shall *“ensure that regard is had to the DfES Guidance ‘Health and Safety: Responsibilities and Powers’ now replaced with ‘Health and Safety: Department for Education Advice on Legal Duties, Powers for Local Authorities, Head Teachers, Staff and Governing Bodies’*
- The school shall *“ensure that the Regulatory Reform (Fire Safety) Order 2005 is complied with”*
- ISI Regulatory Standard Part 3, 74(c): *“The regulations...place on that proprietor of governing body additional duties to...ensure the safety of staff or anyone else legally on the school premises”/*
- For boarding schools, this is supplemented by NMS 6 stipulating that: *“the health, safety and welfare of the occupants are reasonably assured in every part of the school’s land and buildings”*
- Health and Safety Executive reporting (RIDDOR) and other statutory workplace and school requirements amended from time to time

Care must be exercised regarding statements, which may infer liability or blame. Advice from school insurers and lawyers must be sought, as appropriate, and all communications must be restricted to the designated staff, co-ordinated by the Director of Admissions, Communications & Development and the Principal. An agreed official statement on the situation will be established promptly, which should be the message communicated to others, as appropriate.

5. Algorithm of Immediate Site Crisis Actions

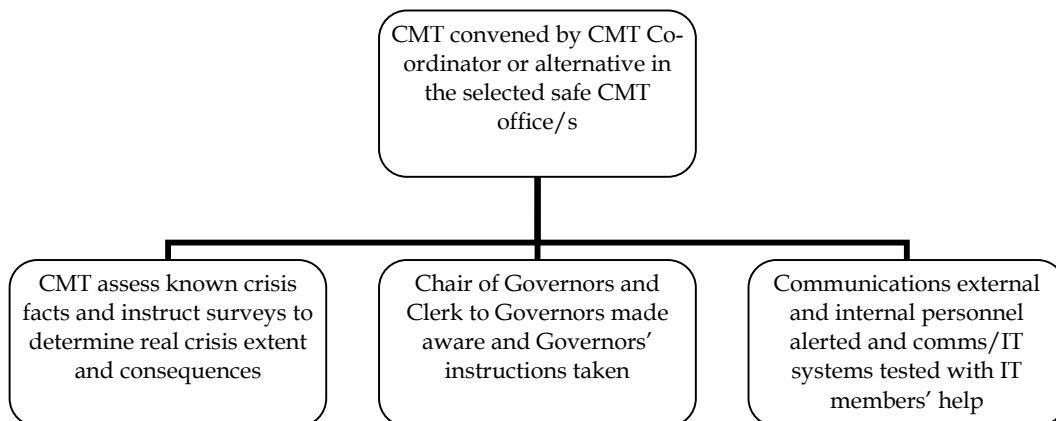
Assumption of damage to school infrastructure



6. Algorithm of Immediate Off-Site Crisis Actions

Assumption of no damage to school infrastructure.

The Crisis Management Team (CMT) response is as above for an on-site incident, as communications with parents, staff and Governors plus the outside media/world. However, clearly there will be reliance on information to be gained from the crisis site, which could be anywhere. In these circumstances, the first reliance should be on information gained from emergency services attending/local to the crisis site.



7. Crisis Management Team Members and Responsibilities

Role	Member	Alternatives
CMT Co-ordinator	Katherine Jeffrey	Andrew Fardell Paul Tiffen Julius Sidwell Elizabeth Murphy Stuart Hall
Protector	Julius Sidwell	Andrew Fardell Paul Tiffen
Student and Parent Management	James Alderson Suzanna Minnis Alastair Moulton Robin Field	David Madge/Peter Kiddell Rebecca Palmer/Gavin Bickersteth Jacqué McGlynn/Don Smith
Boarding Student and Parent Management	Elizabeth Searle	Andrew Fardell Katherine Jeffrey James Alderson
Staff Management	Barbara Harris	Katherine Jeffrey
Teaching Resources	Paul Tiffen	Paul Bray Stephanie Foster Alison Hilder
Ethos and Religion	Fr Lee Bennett	Jacqué McGlynn Michael O'Sullivan Katherine Jeffrey Paul Bray
Communications Internal	Katherine Jeffrey Danielle Attridge	Andrew Fardell Julius Sidwell
Communications External	Katherine Jeffrey Danielle Attridge	Andrew Fardell Julius Sidwell
Governor Communication Link	Katherine Jeffrey	Elizabeth Murphy Andrew Fardell
Operations and Health & Safety	Stuart Hall Lee Childs	Stuart Bailey Ginette Phillips Katherine Jeffrey
Medical	Paul Davey	Gail Davey Elizabeth Searle
IT, database and communications processes & equipment	Kevin Bassett Claire Bidwell	Mark Greaves
Security	Stuart Hall Stuart Bailey	Ginette Phillips James Alderson Julius Sidwell
Finance and Insurance	Deborah Came	Greg Bluck

		Sarah Layzell Katherine Jeffrey
Administration Support	Elizabeth Murphy	Taryn Dodd Marie Norrington
Reception	Carol Miles	Anthea Bateman Marie Norrington

The allocation of responsibilities is determined to utilise the CMT members' and alternatives' skills and expertise to best effect in a crisis. Each member of the CMT is authorised to commit to bring in additional staff members appropriate to the crisis circumstances and to commit the school to the additional payroll costs necessary.

CMT telephone cascade in an emergency:

Principal/CMT Co-ordinator to contact

Name	Job Title	Extension	Mobile	Home
Katherine Jeffrey	Principal	244/206	07710 116 846	01245 463 292
Andrew Fardell	Deputy Principal	412	07811 819 149	
Miriam Edelsten	Chair of Governors		07825 995 869	
Danielle Attridge	Director of ACD	489	07539 132 500	
Stuart Hall	Estate Manager	267/120	07730 840 947	01245 462 889
Elizabeth Murphy	Executive Assistant & Clerk to Governors	206	07734 558 823	01245 451 469

AFA to contact

Julius Sidwell	Vice Principal	491/413	07808 794 704	
Paul Tiffen	Vice Principal	141	07730 840 948	

PTI to contact

James Alderson	Head of Sixth Form	279	07725 216 443	
Suzanna Minnis	Head of Girls' & Boys' Division	450/413	07725 810 848	
Elizabeth Searle	Head of Boarding	415	07718 191 432	01245 466 043

DAT to contact

Barbara Harris	HR Manager	475	07734 571 010	
Kevin Bassett	IT Manager	374	07595 099 575	

SMI to contact

Jacqué McGlynn	Head of Middle School (Girls)	318	07825 132 820	01245 284 019
Donald Smith	Head of Middle School (Boys)	384	07815 517 418	
Rebecca Palmer	Head of Upper School (Girls)	372	07807 358 137	
Gavin Bickersteth	Head of Upper School (Boys)	493	07704 886 124	

JAL to contact

David Madge	Head of Year 12	279	07738 529555	
Peter Kiddell	Head of Year 13	279	07890 981 890	
Paul Bray	Head of Theology	487	07828 114 470	

ESE to contact

Paul Davey	Healthcentre Manager	232	07971 466 051	
Fr Lee Bennett	Chaplain	426	07952 422 536	
Carol Miles	Reception Manager	439	07584 254 980	

SHA to contact

Lee Childs	Deputy Estate Manager	484	07967 831 735	
Stuart Bailey	Estate Supervisor	419	07791 061 592	
Ginette Phillips	Estate and H&S Administrator	120	07811 087 072	

JSL to contact

Deborah Came	Head of Finance	205	07734 571011	
Greg Bluck	Deputy Finance Manager	490	07791 360 865	
Barbara Harris	HR Officer	411	07929 596 033	

EMU to contact

Governors	See separate list			
Taryn Dodd	PA to SLT	413	07894193 611	
Marie Norrington	PA to SLT	342	07496 177 968	
Claire Bidwell	Administrator (Data)	140	07771 857 792	

8. Key Service Providers

The names and telephone numbers or individuals and organisations who may be useful to the school in an emergency:

Organisation	Telephone Number	Name or Reference
Fire	999	
Police	999	
Child Protection	07711864746	Pauline Wilson, CP Governor
Health & Safety Consultant	07914 805 432	Malcolm Earl
Health & Safety Governor	07803 705 752	Malcolm Day
Firefly	020 8133 4415	
iSAMS	01604 659 100	
Du Pre (telecoms/internet leased line)	01635 555 555	
Cisco Meraki Wi-Fi	020 7871 2776	
LPG Gas Supply	0345 7 444999	Calor
Electric Supply Wharton, Avenue Lodge, Gate Lodge, 1 & 2 Rose Cottage, 3 & 4 Bull's Lodge	0800 783 8838 Emergency: 105	E-on
Electric Supply (Main School)	0800 783 8838 Emergency: 105	N-power
Electric Supply (Walkfares & Sports Hall)	0800 783 8838 Emergency: 105	SSE Scottish Hydro
Electric Contractor	07889 461 845 01245 408470	JD Electrical
Heating Contractor	In house	Estate Dept
Drinking Water	0345 782 0999	Essex & Suffolk
Waste Water	In house	Estate Dept
Highways Agency	0345 603 7631	Essex County Council
School Nurses	Ext. 232/07885 970 644	Gail Davey
Broomfield Hospital Contact Centre	01245 362 000	
School Counsellor: Brentwood Children's Catholic Society (BCCS)	mobile: 07894736348 a.bryan@bccs.org.uk	Andrew Byran
School Counsellor: BCCS	aneedham@bccs.org.uk	Amy Needham
Insurance Broker: AJG School Absolute Legal Solutions	01992 449428	Sally Maidment AJG
School Insurer General	Zurich	Policy no.: KSC-242051-4953
School Insurer Motor	QBE	Policy no.: Y062335
School Travel	AIG	Policy no.: 0010567037
Lawyers: Birketts	01223 326 622 01473 406 802	Abigail Trencher Liz Brownsell
Essex Vacant Property Register	Chelmsford City Website	
Council Chair	cllr.John.Jowers@essex.gov.uk	Councillor John Jowers

9. Activating the School Crisis Management Plan

The members of CMT agreeing and acting together can activate the CMT after their joint review of the crisis circumstances facing the school. At least one of the three members must be the Principal, Deputy Principal, Vice Principal, or Head of Boarding. At least one of these senior managers should be contactable at all times.

The Chair of the Board of Governors must be informed before the activation of the CMT or, because of the need for immediate actions, as soon as possible thereafter. In the absence of the Chair, other Governors should be contacted before any activation or as soon as possible after. The Chair of F&GP should be second choice contact and thereafter the most local Governors.

Care must be exercised to prevent potential unnecessary internal or external reactions. For example, it may be possible for parts of the school to operate as usual, and thus limit additional concerns arising from all students having to leave school unexpectedly. Where safety allows, students and staff should remain in school for the normal school day duration.

10. CMT Offices

CMT will need safe and secure offices providing good communications and workspaces. The spread out nature of school premises allows a number of alternatives to select from:

1. Senior Division
2. Preparatory Division
3. Sports Facilities
4. The Barn

All are secured and provide adequate workspaces with refreshment capabilities. All contain laptops and equipment, which can be used to record and print documents. In the event of a collapse of in house telephony and internet, SLMT members should use their school iPhones/iPads to allow telephony and Internet access pending either recovery of in house school services or the securing of telephony and Internet via external sources such as local hotels, schools, businesses. Spare, fully charged, mobile phones are located in the Reception back office and will be issued, as required.

CMT personnel must be at all times careful to keep secure the CMT offices when operational.

Paper copies of this document and associated documents and equipment will be kept in each building above (Reception Offices in Senior & Prep, Swimming Pool Office & Chaplaincy Office). An electronic copy of this document is accessible to all staff via the K Drive.

11. Decision Making and Communications

CMT is a body with members experienced and committed to the welfare of students, parents, visitors and staff, as well as the surrounding community and environment. CMT members/alternates accept cabinet rules and responsibilities. Decisions will be arrived at after full assessment and implemented with speed and efficiency.

Clear and effective internal and external communications are key to success in managing risks during a crisis. The CMT co-ordinator is the leader of the CMT cabinet, and will lead the decision making and communication processes. The release of internal and external communications is strictly restricted to the members named. Other members/alternates must not comment to others outside the CMT.

12. Review and Training

The Plan will be reviewed annually by SMT, led by the Principal and Deputy Principal. The Plan will be available to staff electronically via the K Drive.

CMT may undertake assessments of the effectiveness of the Plan by means of mock scenario trials. Live tests will not normally be undertaken given the potential severe disturbance this will have on normal school life, but this decision will be subject to annual re-appraisal.

13. CMT Roles - Outline of Main Duties

The following table outlines the main responsibilities foreseeable by role, but this is obviously not capable of fully detailing all responses to all types of incident. CMT will refine as needed.

There are mutual dependencies and potential overlaps between roles. The CMT Co-ordinator will ensure that these are resolved to optimise responses and, as necessary, prioritise conflicting needs.

CMT members should expect Governors to involve themselves in all aspects.

Role	Main Duties
CMT Co-ordinators	Leader of the CMT ensuring: <ul style="list-style-type: none">• CMT members or alternatives all present and working in safe and secure offices• CMT and Governors are briefed and understand the full extent and reality of the crisis, and commissions research to establish details urgently• CMT members respect cabinet rules, especially on communications• CMT discussion of facts, options and decisions for implementing is thorough and practical (and time-bound when needed)• Actions are planned and written down.

	<ul style="list-style-type: none"> • Decisions made are written down and communicated to the relevant staff • No actions are missed as a result of mutual dependencies and potential overlaps between CMT members, calling priorities as needed • Prior dry run training takes place to hone skills and experience for a real event
Protector	<ul style="list-style-type: none"> • Keeps those who are not members of the CMT away from those who are managing the crisis
Student and Parent Management	<p>Ensuring:</p> <ul style="list-style-type: none"> • With IT members, that effective communication routes available both outwards and receiving to contact all students and parents as necessary • Thorough registration/absentee checking • Students unaffected by the crisis and their parents receive news to alleviate any personal concerns and, if safe, continue their normal school day • Students affected by the crisis and their parents are identified with certainty and then receive as clear immediate news as possible and a commitment to provide further news at intervals (tbd according to crisis) • Any student/parent visits to the site or sites are controlled in conjunction with authorities such as the Police or Fire or Hospital etc • If possible, resources such as food, drinks, warmth and accommodation are provided for affected students and parents on a 24/7 basis
Boarding Student and Parent Management	<p>Ensuring:</p> <ul style="list-style-type: none"> • With IT members, that effective communication routes available both outwards and receiving to contact all boarding students and parents as necessary • Thorough registration/absentee checking • Boarders unaffected by the crisis and their parents receive news to alleviate any personal concerns and, if safe, continue their normal school life including their food and accommodation regimes • Boarders affected by the crisis and their parents are identified with certainty and then receive as clear immediate news as possible and a commitment to provide further news at intervals (tbd according to crisis) • Any boarder/parent visits to the site or sites are controlled in conjunction with authorities such as the Police, Fire or Hospital etc. Special consideration as to the role of Guardians made, and the possible need to liaise with UKBA if overseas residents need to arrive in UK

	<ul style="list-style-type: none"> • When possible, resources such as food, drinks, warmth and accommodation are provided for affected boarders/parents on a 24/7 basis local to the incident or school
Staff Management	<p>Ensuring:</p> <ul style="list-style-type: none"> • With IT members, that effective communication routes available both outwards and receiving to contact all staff as necessary • Thorough registration/absentee checking, including visitors and contractors • Staff unaffected by the crisis and their families receive news to alleviate any personal concerns and, if safe, continue their normal school day • Unaffected staff are approached as needed and very timely to help support CMT dependant on the crisis type. This will require briefings led by the Internal Communications member of CMT, with CMT prescribing the activities to be undertaken by unaffected staff to prevent inefficiencies of approach • Staff affected by the crisis and their families are identified with certainty and then receive as clear immediate news as possible and a commitment to provide further news at intervals (tbd according to crisis) • Any family visits to the site or sites are controlled in conjunction with authorities such as the Police, Fire, or Hospital, etc • If possible, resources such as food, drinks, warmth and accommodation are provided for affected families locally on a 24/7 basis
Teaching Resources	<p>Ensuring:</p> <ul style="list-style-type: none"> • With IT members, that effective teaching IT exists, with Operations and Health and Safety that teaching can continue in unaffected areas • Unaffected staff are deployed to support normal timetabled teaching and thus maintaining a normal school day wherever possible • The classes of unaffected staff are managed by teachers who are unaffected but aware of the crisis and previously briefed by the Internal Communications CMT member on the words to say • That unaffected students leave school in an orderly and safe manner, as well as being aware of facts and “next day” decisions as CMT Internal Communications can provide • A rapid assessment of the damage to teaching resources is made and discussion commenced with Operations and Health and Safety, and Finance and HR, how replacements can be rapidly sourced
Communications Internal	<p>Ensuring:</p> <ul style="list-style-type: none"> • That clear, corroborated facts and information agreed for release by the CMT is communicated constructively to staff and students

	<p>in plain English and dealing with the present situation with a considered outlook for 24-hours hence, 48 hours hence and so on, as determined by CMT</p> <ul style="list-style-type: none"> • Feedback is received from students and staff thereby ensuring a two-way flow of communications • No other parties in school release statements
Communications External	<p>Ensuring:</p> <ul style="list-style-type: none"> • That clear, corroborated facts and information agreed for release by CMT is communicated constructively to external media in plain English and dealing with the present situation with a considered outlook for 24 hours hence, 48 hours hence and so on as determined by CMT • Only external media selected by the school is communicated with directly. Requirements from external media not selected by the school will be managed only by the Communications External member • Feedback is received from external media thereby ensuring a two-way flow of communications • No other parties in school release statements
Governor Communication Link	<p>Ensuring:</p> <ul style="list-style-type: none"> • The Chair of Governors is informed before the activation of the CMT or, because of the need for immediate actions, as soon as possible thereafter. In the absence of the Chair, other Governors will be contacted before any activation or as soon as possible after • That Governors receive timely, clear, corroborated facts and information • That Governors are consulted before internal or external communications are made • Responses from Governors are communicated to CMT and help inform their discussions • Governor on site, if possible. Chair of Governors to take leadership of the CMT
Ethos and Religion	<p>Ensuring:</p> <ul style="list-style-type: none"> • That in all we do, we provide care and actions in line with the ethos of New Hall as a Catholic School • Decisions on professional counselling made to support students, parents and staff
Health & Safety and Security	<p>Ensuring:</p> <ul style="list-style-type: none"> • That unsafe on site areas are sealed off and preserved for the disaster services • That safe areas are designated such after risk assessments completed with professional support as needed • Practical liaison with disaster services, insurers and recovery personnel • Replacement resource needs are prioritised and found,

	<p>particularly building accommodation and catering needs</p> <ul style="list-style-type: none"> • Preserve/photo record evidence and prepare for later enquiries • Security of all school physical documents
IT, Database and Communications Processes and Equipment	<p>Ensuring:</p> <ul style="list-style-type: none"> • IT, telephony and databases are recovered and working securely • That effective communication routes available both outwards and receiving to contact all students and parents as necessary • Security of school IT data
Finance and Insurance	<p>Ensuring:</p> <ul style="list-style-type: none"> • The availability of finance to meet emergency needs; accommodation and catering in particular • Working with insurers/loss adjusters to optimise recovery needs • School lawyers are aware of the crisis and advice sought • School bankers are aware of the crisis
Administration Support and Reception	<p>Ensuring:</p> <ul style="list-style-type: none"> • The availability of personnel to undertake the manning of inward and outward communications following CMT communication scripts • Visitors are registered and escorted within safe areas of the site • Maintain a log of events, decisions and actions • Visible and re-assuring presence of staff available to help in safe areas as needed

14. CMT Stages

Stage 1 - Initial CMT Actions

- Work within the safe and secured identified CMT offices. Assess the adequacy of the working communications and resources available to cope with internal and external demands.
- Contact and brief the Chair of Governors
- If key CMT personnel are absent, contact them by email, phone, text. Please note the Crisis Management Team Members and Responsibilities listed in section 7.
- Insurance disaster recovery options discussed.
- Open and continue to maintain, a CMT log of all factual information received, decisions made, actions taken, and the time of those events.
- Make every attempt to clarify exactly what has happened. If safe, obtain first hand reports. Refer to Initial Information Check List Appendix 1.
- Decide whether the crisis requires involvement of emergency services, Child Protection or other services/agencies. (Good Practice is that initial contact be always made with the police in emergencies in case they have wider significance).
- Decide communication priorities - students, parents, staff, governors, neighbours, community, regulatory authorities, transport companies, hotels, other schools, and etc. Re-issue directive for staff not to volunteer comments or respond to enquiries - staff must refer enquiries to CMT External and Internal Communications members. Strongly dissuade disclosure on social media by students, staff or parents.

- Think about how your demeanour and comments may affect others.
- Unless there is overwhelming pressure, avoid closing the school & endeavour to maintain normal routines & timetables. Early release of students and staff may cause additional problems.

NB: It is especially important that, if the names of those who may have been involved in the crisis are known, DO NOT release – or confirm – them to anyone, before those identities are **formally** agreed and parents and families are informed.

Stage 2 – Dealing with the facts

- Continue to maintain a CMT log of all factual information received, decisions made, actions taken, and at the time of those events.
- Schedule CMT meetings to prioritise actions based on the facts.
- Remember to have regular breaks, and advise others to do so to lessen stress.
- Widen communications if appropriate. Register, badge and escort visitors and officials.
- Decide recovery priorities including accommodation, catering and teaching.
- Receive and record advice from professional advisors, insurers, authorities.

Contact with Parents:

- If students are involved, contacting the parents will be an important Stage 2 task. If it is a major incident, parents may well have already heard via the news. It may be appropriate to ask parents to come to the school for a briefing and support. This will need to be done with the utmost care.
- Maintain regular contact with all of the parents concerned. Note: Some of the staff may be parents with children involved.
- If the incident occurs away from school, seek Police advice whether parents should travel to the scene, or whether children should be taken home.

Contact with Staff:

- Maintain regular contact with teaching and support staff. The CMT will know their roles & responsibilities and will be available to talk to staff as appropriate.
- Always try to think of something positive to say to staff and respond positively to ideas and suggestions.
- Some members of staff may be so affected that they will not be able to help in supporting children.
- If the burden of dealing with the situations falls disproportionately on a small number of staff, they too could need professional support.
- If the incident is away from school, strongly dissuade staff from driving/accompanying parents to the scene.

Stage 3 – Widening the response

With all immediate actions necessary taken, consideration of wider responses may be necessary.

- Establish a working group within CMT and Governors to decide the way forward.
- Consider lessons learned that may affect other parts of the school.
- Consider lessons learnt that may affect other communities outside.

- Regularise communications with the emergency services and other agencies involved in the recovery stage.
- Establish a recovery plan which sets out the way forward over set periods of time appropriate to the recovery priorities.
- Establish a communications plan which can meet the needs of all affected parties internally and externally.
- Produce a report which examines the facts and assesses the effectiveness of the school's response to the crisis.
- When appropriate, seek advice from the relevant professional association e.g. HMC, BSA or ISI.
- Ensure that counselling provided is sufficient and effective.

Stage 4 - Longer term issues

The effects of some crises can continue for years. The school will:

- Establish a working group within CMT and Governors to decide the way forward and monitor progress with regular reports to Governors and SLT.
- Make sure lessons learned are implemented.
- Preserve close contact with the emergency services and other agencies involved.
- Continue the communications plan which meets the needs of all affected parties internally and externally.
- Keep the well-being of students and staff, especially those immediately affected, under review.
- Ensure counselling provided remains sufficient and effective.
- Recognise anniversaries and other milestones of the crisis for the benefit of those affected.

1. Initial Information Check List for CMT Co-ordinator

Nature of the incident	
Exact location and time of the incident	
Number of casualties and details of injuries etc., if any	
Names and home numbers of those involved	
Emergency services involved and contact details	
Actions taken so far	

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

2. Communications

Points to note with media interviews, which can only be undertaken by those authorised on the communications team:

- Have another person with you, if possible, to monitor the interview.
- If possible, agree an interview format and establish first what the interviewer wants to ask.
- Be prepared to think on your feet, but try to decide beforehand what you want to say. Do not read it out.
- Remember you could be quoted on anything you say to a journalist, even if it is not part of the formal interview.
- Do not say 'no comment' but do not be drawn to comment beyond the facts that are appropriate for the public forum at that stage.
- Do not over-elaborate your answers.
- Refuse requests for photos of schoolwork of children/staff involved.
- Try to keep a grip on your emotions during interviews – especially if it is TV.
- Most journalists are responsible, but control where interview/camera team go.

Should we agree to an interview on TV or radio?

This will depend on the situation.

- Who will do the interview? Have they had training? Will they come over well?
- Make sure the interviewee has been properly briefed. Think through the difficult questions in advance that he/she may be asked, and prepare the answers.
- For a TV interview, try to resist having a dramatic background. If the school has just burnt down, the TV crew will want to film the interviewee in front of it. Is this the image we want people to remember?

Should we give a press conference?

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

If there is a television camera or microphone in the room assume it is on at all times!

3. Emergency Communications to Parents and Staff

There is parent and staff contact procedure for out of hours.

The school asks parents and staff to ensure that it always has current telephone numbers and email addresses so that it can contact them in an emergency.

Where an incident affects the whole school community, such as a power failure, or snow, the school will send all parents and staff:

- all bulk SMS (short messaging service) text message; and
- an email directing them to a special message posted onto the school's website. If the school is closed for more than one day, due to adverse weather or some similar problem, the school's website will be updated at least once a day.

It is expected that all staff will make every safe effort to attend school in order to provide the personnel to safeguard the school's students, including boarders.

In the unlikely event of a more serious incident, the school's response will, inevitably, depend on the circumstances. For example, it might respond differently if staff or students were injured on a trip or visit, to the loss of a building in a fire. **The important point is that parents and guardians should know that the school's first and greatest priority will always be to look after its students.** The school's second priority will be to give parents and guardians the fullest possible account of events as soon as possible. Where the school does not have the full story, it shall say so. A member of the school's staff will always speak personally with parents and guardians if their son or daughter is injured, or has suffered some mishap.

Mass communication is useful to communicate rapidly with large numbers whose children are not directly affected. The school shall use technology, possibly including local radio, to communicate rapidly. It may well use its website to post the answers to 'frequently asked questions', when it believes that this is likely to be effective and helpful. Where the whole school community has been affected by, for example, a major fire, the school will hold a series of meetings with parents by year group as quickly as possible so that it can minimise any period of uncertainty.

See separate procedure for bad weather communication which can be found on the K Drive.

4. School work

Teachers should aim to maximize continuity of education throughout any disruption to the smooth running of the school. All departments should have learning materials readily available online, should be ready to be in remote contact with any students who are unable to come into school and have emergency lessons ready for teaching in extraordinary circumstances.

In the Preparatory Divisions, it is probably best that the work comprises a project that looks at some element of the Humanities and then can link with ICT work, Language and Comprehension and, if possible, Numeracy.

At KS3 the teachers should set work which is relevant to the scheme of work but which can be completed remotely, and preferably work which is inessential for summative assessment. Resources should be made available on Firefly for the benefit of the students who are unable to come to school.

GCSE/A Level students: In the first instance these students should consolidate their notes and use these for examination revision. Further work or past papers will be available on Firefly for the students to work through.

5. CMT Resources (found in the reception back office and details stored electronically)

- Emergency Services contact details
- Gas contact details
- Electricity contact details
- Water contact details
- Insurance contact details
- CMT contact details
- Governor contact details
- Staff contact details
- Parent contact details
- Counselling service details
- Nurses only access to medical data and school doctor
- Batteries
- Log books, notepads, stationery
- Pin-board and relevant maps
- Flip charts
- Computer, printer and photocopier
- Mobile Phones and chargers
- Clocks in all rooms
- Walkie-Talkies
- Transport School Minibuses and private hire options

Site maps

- CAD site plan records
- Location of utility services cut-off valves and junction boxes
- Hazardous material stores
- Entrances and exits plus parking areas
- Location of hydrants & risers
- Fire equipment points
- Fire assembly points plus alternatives
- Underground pipes and drainage
- External telephone points and call boxes
- Asbestos register

6. Emergency Plan - Log Sheet

Your Name: _____

Date: _____

Sheet Number: _____

Serial	Time	Event	Action Taken	Initial

EMERGENCY PLAN - QUESTION SHEET

From: _____

Date: _____

Time: _____

QUESTION

ANSWER

NAME _____
Date/time _____

7. Enquiries Guidelines

The authorised Communications Team members of the CMT manning the phone are there:

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

Central Guidelines in Replying to telephone calls

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

Do not offer to call people back. Ask them to ring you in an hour, explain that you are busy and that there are a number of relatives who will be waiting to call the team. If, however, you promise to ring back, keep your promise. When on the call:

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

7.1 Do's

Say that you are an authorised spokesperson if asked. If you are not authorised, hand to the Communications member and make no comment.

- Only give approved confirmed information
- If in any doubt about any caller of your response, consult the Team Leader
- Always try to be helpful
- Be considerate
- Keep calm
- Give your name if asked
- Assume everything you say will become public knowledge
- Defend the school at all times
- Ensure calls are returned if you have promised to

- Take a break if you are feeling over-stressed
- Refer the calls from the media to the Media Team

7.2 Do not

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

8. When the Incident Happens

8.1 Strategy

- | | |
|---|--------|
| 1. Does the media already know about the incident? | YES/NO |
| 2. Has the school been connected with the incident? | YES/NO |
| 3. Is the school likely to be connected with the incident? | YES/NO |
| 4. Hand all enquiries to the named Communications members without comment | YES |

8.2 Answer to Difficult Questions

These answers cannot be prepared in advance and should be completed on the computer and then issued to the Principal:

a. What is the school policy on security?

- What measure do we have in place?
- Have we taken police/professional advice?
- When did we last assess our security measures?
- Have we ever had a security incident before?
- Are parents aware of our policy and do they agree with it?

b. What is the school policy on safety?

- What measures do we have in place?
- Have we ever taken professional advice?
- When did we last assess our safety measures?
- Have we ever had a safety-related incident before?
- Are parents aware of our policy and do they agree with it?

c. What is the school policy on drugs?

- What do we do to prevent drug abuse in New Hall School?
- Have we had any examples of drug abuse? (And what we do about them)
- Do we keep in touch with the Police? (How often and at what level?)
- Are parents aware of our policy and do they agree with it?

d. What is the school policy on bullying/violence?

- What do we do about bullying/violence?
- Have we had any recent cases? What did we do about them?
- Do we keep in touch with the Police? (How often and at what level?)
- Are parents aware of our policy and do they agree with it?

e. What is the school policy on adventure training/outdoor activities?

- How often do we do this sort of activity and where?
- What national guidelines do we follow?
- What steps do we take to check out the activity provider?

- What training do accompanying staff have?
- Have we ever had problems like this before?
- Are parents aware of our policy and do they agree with it?

f. What is the school policy on overseas travel?

- Do we do this sort of activity? How often and to where?
- What national guidelines do we follow?
- What steps do we take to check out the activity provider?
- What training do accompanying staff have?
- What rules do we have (e.g. about the staff/pupil ratio)?
- Have we ever had problems like this before?
- Are parents aware of our policy and do they agree with it?

g. What is the school policy on using minibuses?

- Do school staff drive them?
- Do the drivers have any special training?
- If we use outside companies, what steps do we take to vet them?
- Are parents aware of our policy and do they agree with it?

h. What are the school's arrangements for contacting parents in an emergency?

- Do we keep all their names and details centrally?
- How do we ensure that our records are up to date?
- How many people are available to ring around parents?
- Do we have a plan to bring people in out of hours?
- Are there any special problems (e.g. a large number of parents working overseas?)

Remember these as guidelines:

i. Do Not

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

j. Do

- Say that full details are not yet available, so you cannot yet say exactly what happened. (This is usually the case.) But give details which you are sure of – e.g. the time you were contacted, the actions the school has taken.
- Monitor the questions you are asked and identify what ‘angles’ the media are covering (e.g. who are they criticising; us or someone else? What are they criticising us for? Try to prepare answers to these ‘angles’.)
- Provide factual details to back up our ‘positive points’. (Rather than simply saying “we have a good safety record” is it much better to say “we haven’t had any injuries in school for 10 years”; but be sure you are accurate. Similarly, rather than saying “our staff are experienced at leading this sort of trip” it is better to say “the member of staff speaks fluent German and has led three previous trips to this area in Austria...)
- Provide factual details to counter allegations against us. (“The school had its last fire inspection in... We were only required to undertake limited work, which we did”)
- Remember our positive points. Update or improve them as the situation develops.

9. Actions in the event of an emergency on a school trip

9.1 Guidance on Emergency Procedures

A copy of the completed risk assessment, media information and contact details of all the students on the trip as well as any medication, must be taken by all trip leaders and be made known to any other responsible adults accompanying the trip. Information about Risk Assessment can be found in New Hall's Educational Visits Policy.

In the case of an incident:

- Establish nature and extent of the emergency.
- Establish names of the injured and call relevant emergency services.
- Make sure that all other members of the party are accounted for and safe.
- If there are injuries, establish their extent and administer first aid (if you have been trained and feel capable, but the need to administer timely treatment should be balanced against knowledge of the consequences that might follow were you to give incorrect treatment). ALL staff will have been given training in how to administer epi-pens/jext pens in cases of anaphylaxis shock. Please refer to Anaphylaxis Policy.
- Contact the Principal or Vice Principal (Operations). They will initiate the correct procedure for dealing with the emergency/incident. Make certain to pass full details of the incident (name, nature, date and time of incident, location of incident, details of injuries, names and telephone number of those involved, action taken so far).
- Advise other staff on the trip of the incident and that emergency procedures are in operation.
- Ensure that an adult from the party accompanies casualties to hospital or if on your own you go with the injured student(s); the Emergency Services will look after the rest of the party until another member of staff arrive.
- Ensure that the remainder of the party are adequately supervised throughout and arrange for their early return to base.
- If necessary, arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all students are accounted for.
- The school will arrange to contact the parents of those involved. They will also inform parents of any delays that will be necessitated. In serious incidents the parents of all party members should be informed.
- Legal liability should not be discussed or admitted.
- Upon return to the school, all accident forms should be completed and insurers and HSE or Local Authority Inspectors should be contacted.
- If the trip is abroad and the nature of the injury does not allow the student/s to return with the rest of the group, a member of staff will remain with the student/s until the parents arrive.

10. Emergency Planning

10.1 Actions in the event of a death/serious injury of staff/student whilst in school care

It should be remembered that every case will be different and the ability to use discretion to alter these guidelines taking into consideration the circumstances should be retained. The key is to react speedily and with compassion.

If a death/serious injury occurs whilst a member of staff/student is at school then the Principal, Deputy Principal and Vice Principal (staffing) should be informed immediately.

The Principal, Deputy Principal and Vice Principal (Operations) should be guided by the authorities in the first instance.

The Principal should be responsible for notifying the family/next of kin in the first instance.

The Estate Manager should be responsible for notifying the authorities such as Police/Health & Safety Executive.

Head of Finance should be responsible for notifying the insurers.

Where possible two senior members of staff should accompany the police/other authorities when the family is notified. It should be remembered that in these circumstances a known face can be a great comfort to the next of kin.

It is not expected that staff should be undertaking any of the above duties and they should be handing over all official responsibilities to the Principal or Vice Principal (Operations).

Individual staff should not contact or telephone the family or other staff until all of the above procedures have been followed.

However, in general the following practicalities need to be completed:

- Chair of Governors should be informed immediately.
- Principal to write a personal letter of condolence offering support immediately.

Principal and Deputy Principal to decide who will be the point of contact with the next of kin for all issues to include:

1. Visit to next of kin
2. Representing New Hall School at funeral
3. Arrangements for staff/pupil attendance at funeral
4. Organising collection/donations and flowers as appropriate
5. Organising a memorial service for the school
6. To visit/speak to staff and students who may be affected and advise them in person to minimise distress
7. To provide details of confidential telephone counselling services to other staff/students