



CRITICAL INCIDENTS RESPONSE & BUSINESS CONTINUITY

Definition

A “Critical Incident” is an event which causes the appropriate elements of this policy to come into operation.

There are 4 categories of Critical Incident, all of which are events, usually sudden, which impact upon the whole school and may involve:

- the experience of significant personal distress to a level that can potentially overwhelm individuals involved
- major media attention
- the powerful fear of something occurring, whether realistic or otherwise. For example, a terrorist attack or act of war

The 4 categories are:

CATEGORY 1

A serious accident or other incident requiring the urgent attendance of any emergency service, which involves pupils and/or staff on any activity:

- on the school site, e.g. accidental fire or explosion, or violent incident involving intruders
- off the school site, e.g. an accident while involved in a school-based activity either during the school day or on a residential activity

CATEGORY 2

A Personal tragedy which has occurred outside the structure of a school activity.

- the death or very serious injury, under any circumstances, of a pupil or
- the death or very serious injury, under any circumstances, of a member of staff,
- a pupil or teacher being held hostage, otherwise being declared “missing” or “abducted”.

CATEGORY 3

An incident rendering any area of the school unusable for any reason (e.g. gas explosion, fire)

CATEGORY 4

A local disaster/civil emergency such as flood, tanker leak, pipeline leak, risk of major explosion resulting in the school being needed as a reception centre.

A coherent, planned response is essential to minimizing the impact of that distress in each of these cases.

A Business Continuity Incident is one which interferes with the ability of an organisation to deliver its goods or services.

Most of the incidents mentioned above could produce devastating effects in terms of the:

- Psychological impact on students and staff
- Disruption caused by transfer to temporary accommodation

and the loss of:

- community facilities and income
- computer files/records/data
- pupils' work
- teaching materials

Whilst handling crises is a normal part of school life, some incidents are of a more critical and overwhelming character in which staff, pupils and parents may experience acute, even prolonged, distress.

Some examples are as follows: the murder of a pupil, serious and fatal accidents during school trips, student suicide, major fire or other building damage, meningitis or death.

Critical Incident Response Team

At Papillon House School the Management Team also forms the School's Critical Incident Response Team (CIRT).

Whilst each critical incident is unique all schools can pre-plan to cope with a critical incident.

This Policy has made the assumption that the Business Manager will be contactable should a critical incident occur. If this were not the case then the Director will assume responsibility or, in her absence the Head Teacher.

The CIRT will obtain accurate information about the Critical Incident as soon as possible and will seek to establish:

- the nature of the incident;
- when, where and how the incident occurred;
- who has been affected and who might be affected;
- the extent of casualties or damage caused;
- the involvement of third parties including emergency services, regulators etc.

The CIRT will:

- assess ongoing risks and take immediate steps to safeguard the health, safety and welfare of pupils, staff or anyone else affected by the critical incident
- make adequate arrangements to liaise with the emergency services, regulators, investigators and outside agencies, as required
- ensure that proper consideration is given to the disclosure of School documents to external sources and, if so authorised, ensure that copies of the latest versions of any such documents are provided and that separate copies of any disclosed documents are retained
- ensure that the emergency services are provided with up-to-date information including site plans, asbestos registers, chemical storage areas etc.
- take immediate steps to minimise disruption, in so far as is possible, to the School, pupils, staff members, parents or anyone else affected by the critical incident
- provide information to and arrange support for and welfare assistance to pupils, staff, or anyone affected by the critical incident, to include follow up support as appropriate
- make adequate arrangements to liaise with parents, relatives or anyone else affected by the critical incident
- ensure that the School acts in a lawful manner and take steps to protect and preserve its legal position and where necessary seek legal advice from the School's solicitors
- contact the School's insurers where necessary, obtain confirmation of cover and obtain their approval / agreement to proposed actions
- ensure that adverse publicity is minimised and that all external enquiries are handled by the Director or other nominated personnel

- make adequate arrangements to communicate with and where necessary provide a controlled response to the press and media
- ensure that all site-evacuation and health and safety procedures have been followed, if appropriate
- ensure that the School premises and property are secure following the critical incident
- activate contingency plans and / or interim measures in order to safeguard continuity of educational provision, where possible.

School Access

Access to the school may be required if an incident happens outside the school day. This can be obtained via one of the following school key holders:

- Alex Labbett Business Manager
- Gillian Hutton Director
- Alicia Rickman Head Teacher

Incident Room and Dedicated Telephone Line

The School office will act as the base for the CIRT as up to date records are available. There is the possibility of the school telephone line being inundated with incoming calls from anxious parents. The CIRT will provide a factual statement previously agreed by the Director, along with reassurance of action being taken at the incident site. It will be important to avoid speculation and not to make statements about further information or developments. A separate dedicated line will be needed for outgoing calls. The second telephone line will be used for this purpose.

Critical Incident Log

As much information will be gathered on the incident as possible.

This is particularly important for an incident off the school premises where information is more difficult to obtain and may be subject to unhelpful rumour.

Some examples of information required:

- exactly what has happened, where and when
- if off the school premises, names and contact number of an adult at the incident site
- whether or not help is required from the school
- extent of injuries, number and names
- location of injured, name and contact number of adult present

To brief the CIRT it is also important to know:

- who has been informed
- what has been said

If the critical incident takes place away from the School site all communication will be between the teacher in charge and the Business Manager or Director.

It is expected that no child will have a mobile phone with them however the teacher in charge will need to check this and ensure that all communication with the school, police etc., are dealt with by the teacher in charge.

Where an incident involves the Police they may take control of some management issues including the management of the media and provision of incident information. In the event of a major critical incident the police would normally inform victims' families and provide liaison officers.

The Business Manager will co-ordinate a log of events throughout the incident.

Liability/Negligence Issues

Where possible issues of liability/negligence exist the relevant insurers will be consulted immediately and reports will be made to the appropriate insurer in accordance with the policy conditions.

Contact with Families Directly Affected

This has to be implemented quickly and with sensitivity. Consistency of information is vital so it is best to avoid using a chain of communication. Any message should relay assurances of appropriate action being taken and should indicate when and if further information will be available.

It is possible that we will have a situation where parents are awaiting information (for example, if the minibus has crashed and no one knows the extent of injuries and who is injured). In such situations we will arrange for parents/family to wait at the school for information. Staff will take on an important role should this happen by providing refreshments and as much comfort as possible to those waiting for news.

Informing Parents Not Directly Affected

The timing of a communications to 'non-involved' parents will need to be flexible. In some cases it might need to be immediate (e.g. meningitis) whilst in others (such as a road traffic accident) it may be preferable to wait until full information is available. The Business Manager will use her judgement on the content and timing of any communications and may consult with the School's solicitors before doing so.

Informing Teaching and Support Staff

It is vital that all adults who are in contact with pupils are kept well informed and feel secure in handling questions and comments. A schedule for updating may need to be arranged (e.g. during breaks, at the end of the day or first thing in the morning). Such meetings can be vital in ensuring that knowledge is shared and questions are answered in an informed manner.

Staff must not to talk to the media or respond to questions from reporters under any circumstances

Informing Pupils

At Papillon House School we acknowledge that this is best done in classes with particular care being taken to protect and support children close to someone involved with the incident. We acknowledge that there may be some staff who are unable to handle the emotions or distress confidently, in such instances the Head Teacher or Deputy Head Teacher will inform those children. The children should receive a consistent account of the incident while allowing for differences in their ability to understand.

Encouraging People Involved to Talk

In some instances people involved (both children and staff) should be able to talk about the incident and its effects before going home.

Media

We are aware that effective, direct communication with the school community can limit the impact of sensational media coverage.

Teaching, non-teaching staff and parents will receive accurate, up to date release of information as appropriate and will be strongly encouraged not to speculate or to give currency to rumour.

The media must be dealt with correctly and the Business Manager will deal with them. The Business Manager will seek appropriate legal and/or PR advice with regards to communications with the media.

Staff are **not** permitted to speak to or contact the media and any media enquiries should be referred to the Business Manager. Furthermore, staff are not permitted to contact parents, ex-colleagues, family, friends or use any form of social media to report the incident.

The Next Stage – handling the Reactions of People Affected

We are aware that people can react very differently; some will readily give vent to their feelings whilst others will find it more difficult. Pupils' ages and development will affect their understanding and feelings. The nature of the incident itself has a major bearing on the feelings generated. The most common reactions include denial, distress, guilt, anger and helplessness. All these factors will be taken into consideration when deciding on the appropriate level and type of support to give.

Information about the Incident

We will endeavour to:

- inform all staff and give guidance on how to support and talk to the children affected.
- confront the 'truth' and take care with the form of words used in announcements.
- outline the measures or arrangements in place that will provide further help for distressed children.
- provide information to families on the types of help and support available to them and their children.

Explicit Knowledge of the Incident

We are aware that the management of a critical incident can result in high levels of stress for those involved:

- we acknowledge the emotional state of staff and children and allow time and space where needed
- some staff may not wish to be able to be directly involved in supporting children
- the burden of support may fall disproportionately on a small number of staff
- we acknowledge that the incident may act as a trigger to children that are emotionally vulnerable, even if they are not directly involved. This may result in difficulties in behaviour and relationships.
- be sensitive to the effects on staff or children's concentration and performance
- be sensitive to the effect on home and social life for families and peers.

Opportunities to Talk Through or Otherwise Express Personal Reactions

Whilst attempting to ensure continuity and normality, staff should encourage children to talk about their feelings and be prepared to listen to them. Circle time could be used to this purpose.

Groups of children may be offered support from external professional organisations or individuals who can 'debrief' them, to help them understand their reactions and develop coping strategies. Parental permission will be sought in this instance. It may be appropriate to resist expectations of immediate counselling – if appropriate, counselling is recommended 1 to 4 weeks after an incident.

Staff closely associated with children involved will also be offered opportunities for debriefing and counselling.

Therapeutic help will be made available to children and staff for however long it is deemed necessary.

Support for Those Providing Support

We are aware that there may be delayed reactions from those actively involved in responding to a critical incident. Staff who are co-ordinating the school response will be supported and properly scheduled for relief periods.

Teachers are vital in supporting pupils through a critical incident, but teachers involved in delivering this need also deserve informed guidance and emotional support themselves. This will be made available to them.

The needs of the Director and senior staff have not always been fully acknowledged. The strain of leading a school through a critical incident can obscure the Director's personal feelings. It is vital they also benefit from informed guidance and emotional support themselves.

Formal and Informal Recognition and Rituals

The following arrangements will be made as appropriate:

- to express sympathy to the families directly affected by the incident and, in the event of the death of a child or staff member, the Director to make a personal visit to the family as soon as possible.
- for injured children to be visited in hospital.
- children to send cards and letters.
- attendance at a funeral.
- special assemblies, memorial services and a remembrance book.

Anniversaries are key times and the school will ensure such occasions are planned for and handled with sensitivity and support.

Continuing or Quickly Re-establishing Normal Routines

Every attempt will be made to provide as much continuity as possible for children. Wherever possible we will maintain the normal school day so children will be less likely to feel unsettled.

Return to School by Pupils or Staff Directly Affected

We acknowledge that some staff or pupils may not return to school immediately after an incident and will therefore need special assistance when they do return. Such support will be put in place to enable their reintegration back into school life.

Implications for the Wider Curriculum

Where possible, the School will make all necessary arrangements to ensure the continuing provision of education for pupils.

We recognise that any critical incident may have implications for the wider curriculum. We will therefore consider:

- the inclusion of training for staff in areas such as loss, change or bereavement as part of the school's development plan
- discussions with pupils about what are normal reaction to stress of crises and give them guidance about practical measures to alleviate the stress responses e.g. relaxation techniques or positive imagery
- the inclusion of skills or projects concerned with the cycle of life and death

Internal investigations

An appropriate member of the CIRT will be nominated to investigate the critical incident if the CIRT consider that an investigation is necessary.

Such investigations may be required in order to discover the immediate and / or root causes of a critical incident to prevent a recurrence, to discipline employees or pupils or to brief lawyers for the purpose of obtaining legal advice or to aid litigation.

Where appropriate, the CIRT will seek legal advice from the School's solicitors before commencing an internal investigation.

The scope of an internal investigation may be restricted to fact-finding and may not make any finding of fault or allocation of blame.

The CIRT will not sanction any internal investigation which may prejudice the investigations of outside agencies.

No admission of liability on the School's behalf should be made without legal advice and / or prior agreement from the School's insurers.

Review and monitoring

- Following a critical incident, this policy, and other triggered policies and procedures and / or relevant risk assessments will be reviewed.
- In any event, this policy will be reviewed at regularly and records of relevant risk assessments and accidents will be regularly monitored by the Director and Head Teacher.

This policy is to be read in conjunction with all other relevant policies

July 2007

Reviewed and revised in October 2014: VWV Solicitors

Reviewed and Revised Oct 2017: VWV Solicitors

Agreed; Gillian Hutton, Director, November 2017

Reviewed and Revised: Gillian Hutton, Director and Alex Labbett, Business Manager May 2021


Agreed by The Management Team: June 2021




Emergency Contact list

Contact	Name	Telephone
----------------	-------------	------------------

Emergency Services		999
Police (non urgent enquiries)	Surrey Police	101
Business Manager & Critical Incident Manager	Alex Labbett	01372 363663 07861 297895
Director	Gillian Hutton	01372 363663 07760 771114
Head Teacher	Alicia Rickman	01372 363663 07801 627096
Insurers	Townsend McCormack	0207 033 4898
Solicitors	Natalie Wargent Veale Wasbrough Vizards	Direct dial 0117 3145433 Switchboard 0117 9252020
Landlord	Caran Developments	0207 722 8225

Appendix I: Quick Reference: Crisis Management Flow Chart

Incident Reported 
Establish the facts Inform Director Notify/request Emergency Services if appropriate

Immediate Action 	Short Term Action (first 24 hours) 	Next Few Days and Beyond 
Ensure safety of all personnel	Set up the Emergency Incident Suite	Make any necessary recovery arrangements: repairs, replacements etc
Verify the facts	Use second phone line for outgoing calls	Continue regular updates for staff, students, governors, parents
Convene the Crisis Management Team and allocate tasks – see Appendix 12	Use radios for internal communication	Start putting together a full report of the incident and actions by the setting
Start an Incident Log	Contact specialist contractors if required	
	Check psychological support is sufficient	
Contact other staff for support as required, particularly if out of hours	Crisis Management Team meets at regular intervals	Make plans to mark the event: special assembly, memorial, plaque, etc
Make arrangements to close/open the setting or cancel activities	Issue regular updates for staff, children, young people, parents via: staff meetings assemblies letters home web-site	Evaluate the Crisis Management Plan and amend as necessary
Provide recorded message on answerphone for parents, etc	Start planning the return to normality	Formally thank those involved in supporting the Crisis

Appendix 2: Emergency Incident Suite – Checklist

ACTIVITY	CONSIDERATIONS	P
-----------------	-----------------------	---

INITIAL		
Appoint senior member of staff to run the Emergency Incident Suite	Provide name badges	
SECURITY OF THE SITE		
Ensure all gates are closed and, where possible, position member of staff at the gate	Consider asking the Police for help if media become a problem	
SECURITY OF THE BUILDING		
Secure all entrances	Maintain fire exits	
Place signs directing persons to the main entrance		
Set up logging-in procedure at main entrance		
Consider whether additional entrance required	Nominate member of staff to attend and set up logging-in procedure	
COMMUNICATIONS		
Install answer phone onto main phone line and record initial outgoing information		
Secure telephone on Deputy Head's desk so that it cannot be used		
Contact Apogee and arrange for one line to make outgoing calls only.		
	Provide telephone list for office and all members of staff and Director	
Ensure all caller IDs are off		
Test all communications		
Provide message form for all persons likely to take phone or verbal messages	All messages to go to the Incident Suite to be logged and passed to School Secretary for processing. (See example message form Appendix 5).	
FAMILY and FRIEND'S RECEPTION CENTRE		
Appoint senior member of staff to be responsible for Family and Friends Reception Area	Ensure there is enough help so that parents are not left on their own	
Lay out area with tables and chairs in informal groups	Ensure the regular provision of updated information	
Ensure provision of light refreshments as required		
Provide signs for toilets, etc.		
Consider closing window blinds to stop media intrusion		
MEDIA INTERVIEWS		
Nominate room to be used for media interviews off the premises	Needs to be nearby (consider one of the local golf clubs)	
Use room internal to main building only as last resort	Ensure separation/security of room from the remainder of the staff and young people	
Nominate member of staff to clear rooms of all children or young people's information/photos	This is important	
Determine the route the media will be taking from the gate to the briefing room	If the Police are in attendance discuss with them	
WELFARE		
Consider longer term implications	Consider appointing a Logistics Co-ordinator	
Ensure provision of food and drink as necessary		
Prepare rota system for all helpers		
COUNSELLING ROOMS		
Nominate one or two rooms for individual counselling		

Provide signs for doors	"Vacant" and "No Entry - Counselling in session"	
-------------------------	--	--

Appendix 3: Business Continuity Management Checklist

Completed on:	
	Consider what internal and external factors could impact on PHS's ability to provide suitable education or other services.
	Identify the critical activities of PHS and plan how you would maintain them during an emergency.
	Identify staff who maintain and provide critical services.
	Identify staff who have key skills.
	Consider how non-critical staff could be used to support critical activities in an emergency including any additional training requirements (consultation with staff may be required).
	Identify critical utilities or services provided by sub-contractors and consider how you could provide alternatives at short notice. (meals, transport etc)
	Produce a communications plan including contact methods with staff, pupils, parents, LAs, media, emergency services, utilities, contractors, neighbouring premises or relevant occupiers (some numbers are provided at Appendix B).
	Consider the options for reduced teaching and learning activities or services during an emergency and the acceptable time periods.
	Identify precautions to reduce the spread of infection during an illness outbreak and plan how to invoke them.
	Consider how to prevent the loss of students' coursework due to an emergency.
	Consider how to guard against the loss of critical teaching and learning materials due to an emergency.
	Consider how to guard against the loss of critical computer files/records by the provision of adequate back-up systems.
	Consider how you would deal with the Psychological impact on children, young people and staff following an emergency.
	Consider how you would minimise disruption caused by a transfer to temporary accommodation.

Appendix 4: Emergency Incident Suite Log Sheet

Date	Time	Information / Decisions / Actions	Initials
		<p><i>Include actions taken, considered or rejected with brief reasons. Also log any refusal of other organisations or Contractors to carry out actions with an explanation as to why.</i></p> <p><i>Log the passing of requests for decisions or assistance and the replies.</i></p>	

Appendix 5: Emergency Incident Suite Message Record

Date: Time:

Call received by: Phone/Verbal/Other*

Call type: Incident/Personal/Other*

Name of person calling:

Phone number of caller:

Message:

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Person taking call:

.....

Passed to Incident suite manager at (time):

.....

Action required:

.....
.....
.....
.....

By whom:

Date Completed:Time:

By (Print name):

Action taken/Notes:

Appendix 6: Critical Incident Response Plan – Incident Account Record

THIS DOCUMENT MUST BE CARRIED BY ALL GROUP LEADERS AS PART OF THE ORGANISATION PACK TAKEN OFF SITE.

IT IS ESSENTIAL THAT THIS FORM IS COMPLETED:

- **BY EACH PERSON DIRECTLY INVOLVED IN THE INCIDENT**
- **ALONE**
- **WITHOUT REFERENCE TO OTHER PEOPLE**
- **AS SOON AS POSSIBLE AFTER THE INCIDENT**
- **AS A SOURCE OF CONTEMPORANEOUS EVIDENCE**

NAME:

POSITION:

DATE OF COMPLETION:

TIME OF COMPLETION:

INVOLVEMENT AND ROLE IN THE INCIDENT:

WHEREABOUTS DURING THE INCIDENT (REFERRING TO TIMES WHERE POSSIBLE);

WITH WHOM THE INCIDENT HAS BEEN DISCUSSED

PERSONAL ACCOUNT OF THE INCIDENT

SIGNED

Appendix 7: Critical Incident Response Plan – Incident Fact Sheet

PLEASE ENSURE THE DATA GATHERED ON THE INCIDENT ARE KEPT UP TO DATE AS OFTEN AS POSSIBLE.

INFORMATION REQUIRED/GATHERED	INFORMATION GIVEN, WHEN, BY WHOM
What happened?	
When and where?	
Are other agencies involved? If so, who? Names, contact numbers (including extensions/mobiles)	
Name and Contact Details of the responsible person at the incident site. Staff contact details at the site.	
Number of Injuries, Names of Injured, Extent of Injuries	
Locations of injured	
Names of uninjured Location Contact of Responsible Person	
Who has been informed?	
What have they been told	

Action required by school	
----------------------------------	--

Updated:

THIS DOCUMENT MUST BE CARRIED BY ALL GROUP LEADERS AS PART OF THE ORGANISATION PACK TAKEN OFF SITE.

Description of Documentation/Items passed.

RECEIVED BY: **DATE:**
(Please Print)

POSITION:

SIGNED:

COUNTERSIGNED BY SCHOOL REPRESENTATIVE:

NAME:
(Please Print)

SIGNED:

Appendix 9: On-Site Emergency Involving Damage to Premises

Immediate Checklist

ACTIVITY	WHO BY?	COMPLETE D ✓
EVACUATION		
Evacuation of premises (use of Fire Alarm may not be appropriate depending on type of incident)		
Roll call		
Is everyone safe?		
Call Emergency Services		
Liaise with Emergency Services incident officer at scene		
Obtain a copy of parent and staff contact lists		
DETAILS OF CASUALTIES		
Obtain information on: Names		
Obtain information on: Injuries		
Obtain information on: Current location of casualties		
Obtain information on: Current location of relevant others		
Who is accompanying injured person(s) to hospital?		
Provide separate areas for: 1) Next of kin 2) Students 3) Staff		
Provision of immediate transport as appropriate		
CONTROL OF INCIDENT		
Activate callout for Crisis Management Team		
Decide if school can be used as incident suite and initiate set-up.		
Brief Crisis Management Team and allocate tasks		
INCIDENT WHILE ESTABLISHMENT IS OPEN		
Decide whether to keep students in school		
Continued		
	WHO BY?	COMPLETE
Decide whether to send all or some students home		
Arrange transport		
Notify parents		
Notify LAs		

Ensure staff, parents and LAs receive the facts as soon as possible		
INCIDENT WHILE ESTABLISHMENT IS CLOSED		
Decide how to contact parents - avoid phone chains		
Consider announcement via local radio stations		
Ensure staff and parents receive the facts as soon as possible		

Appendix 10: On-Site Emergency Involving Damage to Premises

Checklist for Longer Term and Ongoing Actions

STAFF	✓
Hold a staff briefing session as soon as possible and at regular intervals	
Confirm arrangements regarding release of information to press	
Nominate staff to meet students returning to the school	
Provide written information on the incident and how it will affect the school	
Alteration to duty rotas	
Review timetabling	
Issue new fire/evacuation notices and procedures if route has been affected	
Hold a fire/evacuation drill as soon as possible so that staff and students know the new exit routes and assembly points. It may be appropriate to talk students through the process, and the fact that it is a practice on this occasion	
Alter/adapt programmes as necessary	
PREMISES	
Contact and liaise with Insurance Company if appropriate	
Obtain plans of the building. Mark on areas affected	
Check for obstacles to students' movements	
Check/re-allocate toilet facilities if necessary	
Identify new routes	
Review/identify new entrances/exits	
Review fire safety arrangements and escape requirements with Fire Service	
Establish areas with restricted access to contractors and vehicles	
Re-allocate space, eg parking, students' areas, etc	
Review site security	
Review Health and Safety arrangements	
STUDENTS	
Assembly - pass on information to students	
Issue new timetables	

Communicate unrestricted and restricted areas, etc	
Issue an information sheet to students and parents	
PARENTS	
Hold parent's/staff/volunteer's meeting	
LAs	
Contact LAs to pass on information	
GENERAL	
Change the answer phone message to update parents on issues such as attendance arrangements etc	
Provide notices around the perimeter of the premises regarding progress.	
Provide information regarding progress on the website	
CONTRACTORS	
Hold regular meetings with contractors	
Establish Health and Safety requirements	
Establish access requirements for contractor's vehicles	
Establish areas that are off-limits to staff and students	
Adapt doors to fire exit/exit doors as necessary	
Inspect/repair the fire alarm/fire detection/security systems	
Install any temporary facilities that are required	
Agree working practices and times when noise must be kept to a minimum with contractors	
Provide the contractors with a copy of the examination timetable if appropriate	
RE-ORDERING OF DAMAGED EQUIPMENT/STOCK	
Instigate a procedure for identifying the resources to be replaced.	

Appendix I I: Interim Press Statement – Off-site Activity

While on a visit to.....

a child/children [and.....staff/volunteers]

of Papillon House School, was/were involved in an incident

at.....

which resulted in him/her/them being conveyed to hospital.

The Police/Health and Safety Executive are/will be investigating the incident.

The School’s Management Plan has been activated and all further press statements will be made through the Crisis Management Team at the setting.

Note to Group Leader

This interim press statement has been agreed with the Management Team of the setting and should not be changed in any way. Where possible the Police and the Health and Safety Executive should be consulted before issuing a statement.

Appendix 12: Health and Safety, Legal and Key Contacts

Service	E-MAIL	Telephone Number
Health and Safety Executive	www.hse.co.uk	0300 003 1747
RIDDOR - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995	http://www.hse.gov.uk/riddor/	0345 300 9923
Gas Leak – National Grid	www2.nationalgrid.com	0800 111999
Fire Alarm - Standby	ken.gardiner@standbyfire.co.uk www.standbyfire.co.uk/	020 8335 9800
Environment Agency	enquiries@environment-agency.gov.uk	0370 850 6506
Floodline	http://www.environment-agency.gov.uk/homeandleisure/floods/default.aspx	0345 988 1188
Elmwood Pest Control	https://www.elmwoodpestcontrol.com/	01306 501426
TD Electrics Ltd		
Matt Bushby		07974 835 489
Industraheat	https://www.industraheat.co.uk/	
EnablesIT	Peter Mills James Ashburner	01372 453232 07577 399090
HydroX (Legionella/Water Hygiene)	brendan.day@hydro-x.co.uk	
Connick Tree Care	https://connicktrecare.co.uk/	
Clearmasters	https://www.clearmasters.co.uk/	
Lightening Protection Standby Fire	www.standbyfire.co.uk/	
Apogee	Bruce Beckett	07831 383525
Asbestos	Absolute Asbestos	
Amaze Maintenance (kitchen appliances)	https://www.amazemaintenance.co.uk/	08456 255 266
Disclosure and Barring Service	customerservices@dbs.gov.uk	03000 200 190
NASS (Claire Dorer)	https://www.nassschools.org.uk/	07917 451812
National Autistic Society	https://www.autism.org.uk/	

Appendix 12: Task Allocation Template

	Overall Management of the Incident	Setting up the Incident Suite	Admin Support including Telephone Operations	Staff & Child or young person Welfare	Provision of Information to Staff & Parents	Dealing with Bereaved Parents/Families	Managing the Media	Catering	Other Issues	Transport/Evacuation
Who should take the lead?										
Notes on actions that could be taken.										
Where would you locate your activities?										
What resources you require and where would you obtain them?										