

CRITICAL INCIDENTS



Response & Recovery Plan For Schools in Torbay

**IN THE EVENT OF A CRITICAL INCIDENT
GO STRAIGHT TO SECTION 3**



Town Hall, Castle Circus
Torquay TQ1 3DR

Critical Incident Response & Recovery Plan for Schools in Torbay

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TITLE: Critical Incident Response & Recovery Plan for Schools in Torbay

PREPARED BY: Torbay Council Emergency Planning

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RECORD OF AMENDMENTS

Amendment Number	Amendment Date	Date Inserted	Initials

Acknowledgments

This plan and the supporting documentation is largely based on guidance developed by Hertfordshire County Council's Children, Schools and Families Service.

The Hertfordshire County Council Critical Incident Recovery Plan for Schools was highly commended at the Association of Local Authority Risk Management conference in 2001.

Extensive reference has also been made to the publication *Wise Before the Event – Coping with Crises in Schools*, by William Yule and Anne Gold.

Additional Guidance

Further information and links to other relevant sites are available at the Department for Education and Skills website: <http://www.dfes.gov.uk>

DISTRIBUTION

Torbay Schools – 1 copy

Torbay Council Intranet
Torbay Council Grid 4 Learning
Torbay Council Internet

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Manager of Resources
Director: Social Inclusion
Assistant Director: Children's Services
Educational Welfare Manager

Assistant Director: Environmental Health and Consumer Protection
On-Call Environmental Health Officer
School Meals Service

Assistant Director: Operational Services
Operational Services 24-Hour Control

Assistant Director: Planning Development and Policy
Service Manager: Building Control

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Health & Safety Manager
Emergency Planning Manager
Insurance Manager

Assistant Director: Human Resources
Employee Liaison Manager

Director: Finance Services
Finance Manager (Education)
Assistant Director: IT Services

Communications Manager

Torbay Adult Care Trust
Health Protection Unit
Devon and Cornwall Constabulary South & West Devon BCU
Child Guidance

1. Critical Incidents in Schools

Section 1 - Contents

- **Introduction**
- **Preventative Measures**
- **Preparations for responding to an emergency**
- **School Critical Incident Information Checklist**
- **Response to an incident - Overview**
- **Recovery from an incident – Overview**

Introduction

This plan is intended to provide guidance and a response and recovery plan for use when a critical incident occurs in a school.

Critical Incident – Definition

A critical incident is one that is likely to cause:

Immediate or delayed emotional reactions in large numbers of staff, pupils and parents, surpassing their normal coping mechanisms

and/or

Serious disruption to the running of the school

and/or

Significant public/news media attention on the school

Incidents that could affect schools

- The death of pupils or members of staff through natural causes such as illness, an accident, or by a deliberate act of violence
- A fire or explosion in a school
- Deaths or injuries on school outings
- Incidents involving children and staff from many schools
- Civil disturbances including terrorism
- Outbreak of a communicable illness or disease

Critical Incident Plan – Scope and purpose

The aim of this plan is to encourage and support pre-planning to help reduce the impact of an incident, and provide a pre-planned course of basic actions.

This plan is not intended to be prescriptive or to attempt to cover all possible events. A major fire at a weekend, a serious accident on a school trip, or an outbreak of a communicable illness each require different types and scales of response, and will involve different agencies.

It is not possible to plan for every eventuality, and it would be a mistake to plan based on the most recent or most publicised experiences. Occurrences may arise which could not have been foreseen or may not have been considered.

In a crisis a central objective will be to safeguard the safety of pupils and staff, ensure the headteacher establishes early control, in partnership where appropriate with Torbay Council and other agencies, minimise disruption, and to recover a full educational programme as quickly as possible.

This plan aims to:

- Provide practical guidance and reference during such an event
- Provide checklists to enable the school's management team to respond to an incident in an appropriate and logical way
- Provide advice on:
 - The response by Torbay Council and other agencies
 - Responding to the reactions of pupils, staff, parents and others who may be affected by the emergency – See Sections 7 and 8
 - Responding to the news media – See Section 9

Where a school's management team has anticipated a major critical incident and made plans for managing a response, it is likely to handle an actual event more effectively and confidently. The response to a crisis will be more assured when a school's management team knows:

- Who will assume key roles
- That checklists and procedures are in place
- That contact lists are accurate
- That there is a framework for liaison and communication
- That there are some developed skills to draw on

A correctly prepared plan will reduce anxiety in the period immediately after an incident, making it easier to cope with the situation and to resume normal day-to-day activities as soon as possible.

Using This Plan

- Schools have been provided with a paper copy of the plan
- A Microsoft Word version of this plan has also been provided on a CD ROM to enable checklists to be completed electronically and for producing additional copies of the plan
- A nominated person within the school will need to complete the checklists in Sections 1 and 2. (See Preparations for Responding to an Emergency in this section)
- Once completed, additional copies of the plan must be made and given to members of the school's Critical Incident Team
- Details of holders of the plan must be recorded in the Distribution List
- Amendments to the plan must be forwarded to all members of the School's Critical Incident Team that hold copies of the plan

Preventative measures

Headteachers and Governing Bodies must ensure all appropriate preventative measures are taken to minimise the risk of an incident occurring:

- Fire precautions, as required under the Fire Precautions (Workplace) Regulations
- Maintenance of first aid fire fighting equipment
- Maintenance of fixed fire fighting equipment where fitted
- Maintenance of smoke detection systems where fitted
- Maintenance of automatic fire alarm systems
- Appropriate insurance and liability policies
- Health & Safety at Work Workplace Risk Assessments
- School Security Policy and Security Strategy
- Infection control procedures
- Anti bullying policy and procedures
- Procedures for identifying and responding to behavioural issues
- Compliance with other relevant national and local guidance and Approved Codes of Practice, e.g.:
 - Torbay Council Health and Safety Manual
 - Outdoor Education, Visits and Off-Site Activities
 - The 'Spotty Book'. General guidance about the prevention and control of infectious diseases. (Available from the Devon Health Protection Unit)

Emergency Procedures

Headteachers and Governing Bodies must ensure that relevant emergency procedures are in place and tested regularly:

- Fire and emergency evacuation procedures
- Bomb threat procedures

Consider the Curriculum

Children should not have to deal with issues of loss, injury, death and bereavement for the first time following a disaster. Such issues should be an integral part of the curriculum. By allowing time to talk about and consider these issues some of the mystery and taboo will be removed.

- Plan the curriculum to work with ‘rites of passage’ as a matter of course
- Consider the inclusion of training for staff in areas such as loss, change or bereavement as part of the school’s development plan
- Consider the provision of relevant fiction and non-fiction books in the school library
- As part of Personal Social and Health Education (PSHE) discuss with pupils the normal reactions to stress or crises and give them guidance about practical measures to alleviate the stress responses, e.g. relaxation techniques or positive imagery
- Consider the inclusion of skills or projects within PSHE concerned with the cycle of life and death
- Be aware of multi-cultural and multi-faith issues
- Develop strategies for increasing social support between staff and between pupils

Develop support networks

Develop existing links with external support agencies. Discuss the support that is available with the people that currently support the school, e.g. Educational Psychologists, Education Welfare Officers, Children’s Services, Health Visitors, religious and community leaders.

Preparations for responding to an emergency

Headteachers, in conjunction with the governing body, must co-ordinate the following actions:

Plan Preparation

- Review the enclosed checklists in the context of existing procedures
- Identify three Critical Incident Managers: Headteacher, other senior members of staff and the Chair of Governors. (Large schools may need to nominate more than three).
- Identify other members of the Critical Incident Team
- Complete the Critical Incident Information checklist at the end of this section, and the Critical Incident Team details in Section 2
- Provide copies of the plan to members of the school’s Critical Incident Team
- Make all staff and governors aware of the names of the Critical Incident Managers
- Undertake a review of the plan at least once a term
- Meet with all members of the Critical Incident Management Team at least annually to ensure familiarity with the plan

Communications

- Identify in advance a Control Point for incidents. It is recommended that the school office be used, however, an alternative area should be identified if this is not available. The Control Point should have telephone and fax facilities.
- Ensure that all staff, including support and temporary staff, can be notified as soon as possible
- If possible, a separate line or a mobile phone should be identified for making outgoing calls only. (This might be a mobile phone, or a line that cannot take incoming calls, and should be enabled to allow international calls).
- If possible, maintain one or more phones for use by the team handling the crisis
- Identify members of staff who can respond to enquiries from the news media and if additional training is required. (Liaise with Torbay Council's Communications Team).
- A mobile phone should be carried on all off site activities, and a member of staff at the school nominated as a contact person for the off-site group
- For trips abroad:
 - Check with the phone provider that the phone will operate in all areas travelled through or visited
 - Take emergency contact details: School, Insurance Company, nearest British Consulate
 - Subscribe to a telephone interpretation service and take contact details - See Section 12

Schools Critical Incident information checklist

A Critical Incident Information Checklist is contained at the end of this section.

- Up-to-date information must always be available on and off site and readily accessible
- Nominated Critical Incident Managers and other key staff must be provided with this information
- Due to the sensitive nature of much of the required information, those in possession must ensure it is secure at all times
- If the information is maintained on a computer disc it is essential that the disk holders have ready access to a computer
- Emergency numbers should be submitted to the Children's Services Directorate. An updated list should be submitted each term

Critical Incident Team

The School Critical Incident Team details must be completed in Section 2 and regularly updated. Copies must also be held in plans held by other members of the Critical Incident Team.

- Consider who the key members of a Critical Incident Team would be for your school
- The number of people included in this team will depend on the size of the school
- Membership include reserves should any of the team be unavailable when required

Testing the plan

Headteachers must regularly exercise important parts of this plan and supporting procedures to assist in familiarisation of plans and related procedures, e.g.

- Notification/cascade exercises
 - Fire drills
 - Evacuation procedures
- Exercises should not be too realistic to prevent causing distress to those taking part
 - Learning points from exercises should be incorporated into the plan

Preparations – Summary

Governing Bodies and headteachers must ensure that the following actions are taken:

- All reasonable preventative and mitigation measures are taken
- Emergency procedures are in place and tested
- Develop existing support networks
- Consider the curriculum - include issues such as loss and bereavement
- Nominate a competent member of staff to be responsible for completing and maintaining the Critical Incident Plan
- Nominate a minimum of three potential Critical Incident Managers
- Nominate other members of the school's Critical Incident Team
- Complete School Critical Incident Information Checklist
- Complete School Critical Incident Team details in Section 2
- Ensure members of the school's Critical Incident Team have copies of the plan
- Review and update the information at least once per term
- Test the plan

School Critical Incident Information Checklist

- Suggested list of information – Schools should consider what other information would be required and add to this checklist
- Copies to be given to other members of the school’s Critical Incident Team
- Review at least once per term

Date Reviewed:	✓ = In place N/A = Not Applicable			
	Information held by:			
	Critical Incident Manager 1	Critical Incident Manager 2	Critical Incident Manager 3	Other (Details)
Critical Incident Team contacts				
Telephone numbers of all staff				
Telephone numbers of all governors				
Names and contact details of key holders				
Location of additional telephones for outgoing calls				
Location of pupil and next of kin contact details				
Details of pupils and staff on school outings				
Contact details of people, groups or organisations that visit or use the school				
Contact details of suppliers and contractors used by the school				
Student records				
Location of keys for school vehicles				
Premises information – Site plans, isolation points, chemical storage areas (See Section 11)				
Copy of Asbestos Log				
School bank details				
Insurance details including contact numbers				
Back up disks for critical accounts				

Response to an incident - Overview

Incident Response

There can be no rigid formula for responding to incidents. The response will depend on the nature and scale of the incident.

In all situations, it is important that staff from the school and other agencies work collaboratively.

Accurate records must be maintained of all decisions, actions and expenditure to assist cost recovery and to inform post-incident debriefs.

Action by the emergency services

If the emergency services are involved, an Incident Control Point (may be referred to as Silver Control) will be established to co-ordinate the response to the incident.

The affected site may be declared a 'scene of crime' and as such will be under the control of the police.

Where a fire has occurred, the immediate area affected will be under the control of the Fire and Rescue Service until the fire is extinguished and the site is made safe.

Action by Schools

The headteacher will be responsible for managing the response to the incident through a Critical Incident Team, working with the emergency services and with the support of Torbay Council as required.

Action by Torbay Council

If notified by a school, a cascade will be activated and the following action taken:

- Relevant people and services within Torbay Council will be notified
- If Torbay Council support is required, relevant people and services within Torbay Council will join the school's Critical Incident Team
- The Chief Executive, Leader/Deputy Leader, Executive Members and relevant Councillors will be notified if appropriate

Schools are able to purchase a number of services from Torbay Council or other service providers. Where services are purchased from the Council, Service Level Agreements are established to determine the level, frequency, and quality of services provided.

Notwithstanding the above, Torbay Council has powers under s.138 of the Local Government Act 1972 to incur expenditure to alleviate or eradicate the effects or potential effects of an emergency or disaster involving destruction of, or damage to, life or property. The Council will therefore provide support as required to support the headteacher in the response to a critical incident.

Immediate Action Checklists

Immediate Action Checklists are contained in Sections 3, 4, and 5.

Recovery from an incident - Overview

Once the initial emergency phase is over, the recovery phase must begin.

Recovery Team

The Recovery Team will be formed by expanding the Critical Incident Team to include additional representatives.

Recovery checklists

Recovery checklists are contained in Section 6.

2. Critical Incident Team

Section 2 – Contents

- **School Critical Incident Team**
- **School Critical Incident Team - Roles and Responsibilities**
- **School Critical Incident Team – Contact List**
- **Emergency Contacts**

School Critical Incident Team

In the event of a critical incident, the headteacher must establish a Critical Incident Team to manage the response to the incident.

Contact details of the school's Critical Incident Team Members, and other staff are contained at the end of this section. This list must be reviewed and updated at least once per term.

The emergency services, Torbay Council, and other agencies will form part of the Critical Incident Team as required.

Suggested membership of the Critical Incident Team and a brief outline of roles are shown overleaf. This is not an exhaustive list and others may be required depending on the incident

Following the initial response to the incident, the Critical Incident Team should begin to consider recovery issues – See Section 6.

School Critical Incident Team - Roles and Responsibilities

		People Related	Property Related
School	School Critical Incident Manager <ul style="list-style-type: none"> • Co-ordinate the overall response to the incident • Re-establish education and school administration processes 	✓	✓
	School Management representative (staff) Responsible for staffing issues	✓	✓
	Site Management representative (premises) Responsible for site management issues	✓	✓
	Governor(s) Supporting the School management team	✓	✓
	Administrative Support Provide administrative support to the Critical Incident Team	✓	✓
	Torbay Council	Strategic Management Team and Executive Co-ordinate Torbay Council response	✓
Children’s Services Co-ordinate Children’s Services response		✓	✓
Adult Care Trust Co-ordinate health and social care to adults affected		✓	
Human Resources Liaise with school management team regarding support to staff		✓	
Communications Team Provide support in response to the news media		✓	✓
Environmental Health Advise/respond to incidents involving communicable illness or disease in liaison with the local Health Protection Unit, e.g. investigation, contact tracing, arrangements for disinfection.		✓	
Health and Safety <ul style="list-style-type: none"> • Provide Health & Safety advice/support • Liaise with Health & Safety Executive 		✓	✓

		People Related	Property Related
	Insurance <ul style="list-style-type: none"> • Liaise with insurance loss adjusters • Provide support with and/or co-ordinate insurance claims 	✓	✓
	Building Control <ul style="list-style-type: none"> • Inspection of buildings to assess safety • Enforcement powers to make safe 		✓
	IT Services Co-ordinate communications and IT support		✓
Other	Emergency Services Police – Public safety, preservation of the scene, public order Fire – Control of fire scene, making safe, rescue of casualties Ambulance – Treatment and transport of casualties	✓	✓
	Health Protection Unit Advise/respond to incidents involving communicable illness or disease	✓	
	Insurers' representative <ul style="list-style-type: none"> • Authorise remedial work and salvage • Liaise with Councils Insurance Officer 		✓

School Critical Incident Team – Contact List

- Copies to be given to other members of the school’s Critical Incident Team
- Review at least once per term

Date Reviewed:					
School Critical Incident Team		Contact Details			
Role	Name	Work	Mobile	Home	Time Contacted
Critical Incident Manager 1					
Critical Incident Manager 2					
Critical Incident Manager 3					
School Management					
Site Management					
School Administration					
Other School Staff					

Date Reviewed:					
School Critical Incident Team		Contact Details			
Role	Name	Work	Mobile	Home	Time Contacted
School Governors					

School Incident Control Point			
Primary Location	Fax Number	Telephone Number(s)	Notes
Secondary Location	Fax Number	Telephone Number(s)	Notes

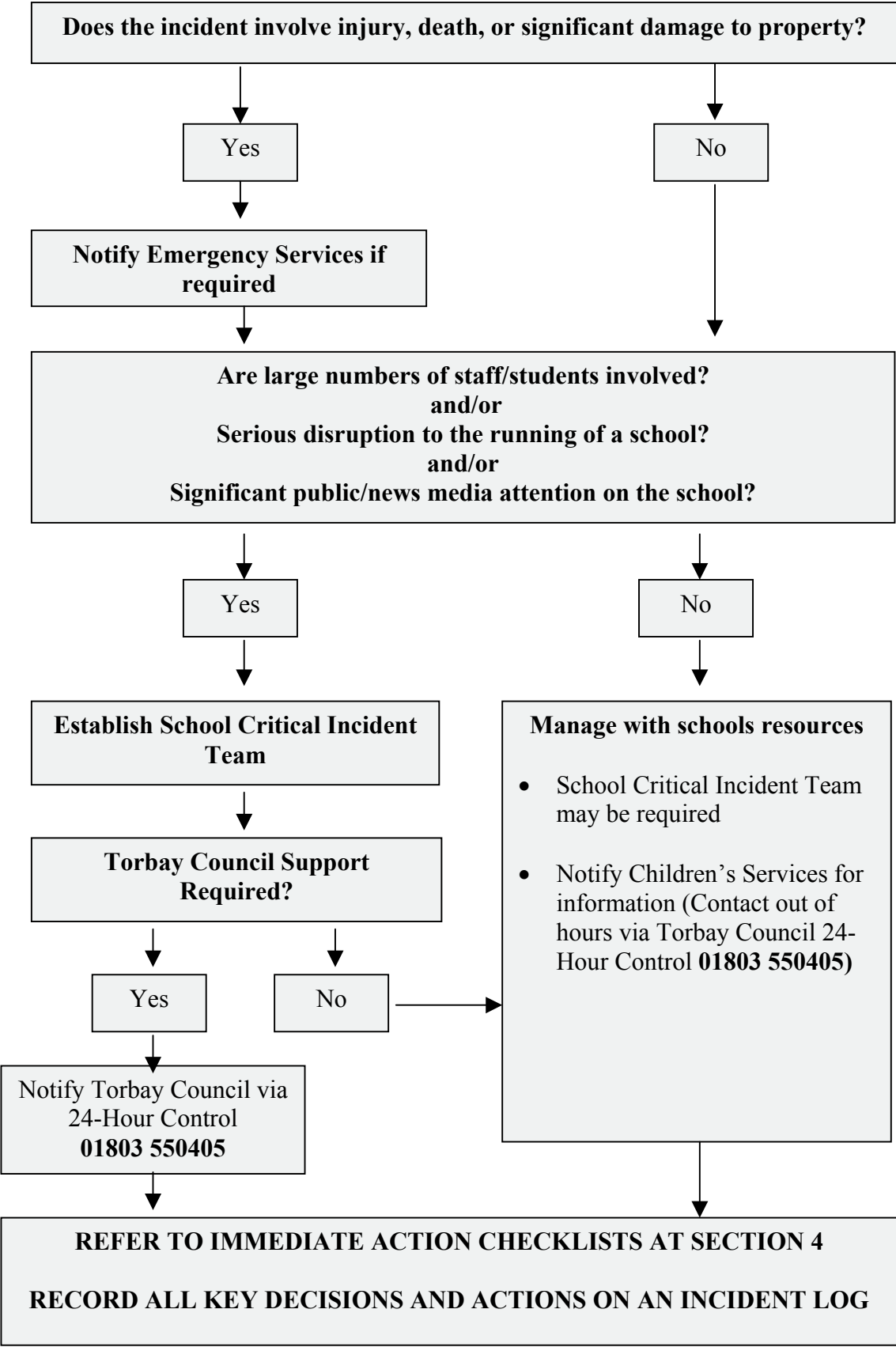
3. Critical Incident Response

IF AN INCIDENT OCCURS:

- **Assess the situation**
- **Remove people from danger**
- **Make sure other people are safe from danger and looked after**
- **Render first aid to casualties**
- **Call the emergency services as required and provide the following information:**
 - Precise location (including Post Code)
 - Description of the incident
 - Time of the incident
 - Number of casualties
 - Nature of injuries
 - Total number in the party (if an off-site trip)
 - Your name and telephone number
 - The name of the school
- **Relay information to senior management within the school**
- **Senior management refer to Response Flowchart overleaf and take action as required**

Response flowchart

A senior member of staff should use the flow-chart below to assist in determining the level of response to an incident:



4. Immediate Action Checklist for Schools

- Actions contained in these checklists are not prescriptive, nor exhaustive, but serve as guidance for the response to an incident
- School Critical Incident Manager must allocate tasks to other members of staff for completion
- More than one checklist may be required
- Not all tasks will be required in all situations
- Record all key decisions and actions on an incident log
- At least one member of staff should be nominated to check actions are completed and maintain an overview of the situation

CHECKLISTS OVERLEAF:

- **Critical Incident**
- **Safety of staff, pupils, parents, or members of the public affected**
- **Incident in school time**
- **Incident outside school time**
- **Incident off-site (school trips)**
- **Casualties**
- **Information Strategy**
- **Communication Arrangements**
- **Incoming Calls**
- **Information for Staff**
- **Information for Pupils**
- **Informing Next of Kin**
- **Reuniting Families**

ALSO REFER TO:

- **Supporting People Involved** **Section 7**
- **Responding to the news media** **Section 9**

CRITICAL INCIDENT

Initial Action	Additional Actions	Who By	✓	Time
<p>Safety of staff, pupils, parents, or the public affected:</p> <p>Call Emergency Services Liaise with emergency services Incident Officers</p>	<ul style="list-style-type: none"> • The emergency service will establish an Incident (or Silver) Control Point • If the site is declared a scene of crime it will be under the control of the Police • If a fire has occurred, the area affected will be under the control of the Fire and Rescue Service until the fire is extinguished and the site made safe. • REFER TO CHECKLIST: SAFETY OF STAFF, PUPILS, PARENTS, OR THE PUBLIC AFFECTED 			
<p>Time and location of incident</p>	<ul style="list-style-type: none"> • REFER TO CHECKLISTS: <ul style="list-style-type: none"> ➤ INCIDENT IN SCHOOL TIME ➤ INCIDENT OUTSIDE SCHOOL TIME ➤ INCIDENT OFF-SITE (SCHOOL TRIPS) 			
<p>Convene Critical Incident Team</p>	<ul style="list-style-type: none"> • Obtain an initial report on the incident • Agree a response and recovery strategy • Assign roles 			
<p>If Torbay Council resources required Contact Operational Services 24-Hour Control:</p> <p style="text-align: center;">01803 550405</p> <p>Provide the following information:</p>	<ul style="list-style-type: none"> • That you are calling about a school in Torbay • Your name and position • The name and address of the school, including postcode if available • Your phone number or that of another available contact • The nature of the incident and as much information as possible including location of incident, nature of injuries, number of injuries • Total number in party • What immediate assistance is required • Operational Services will initiate a cascade to notify relevant people and departments within Torbay Council 			

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

SAFETY OF STAFF, PUPILS, PARENTS, OR THE PUBLIC AFFECTED

Initial Action	Additional Actions	Who By	✓	Time
Injury or death – Call Ambulance and Police	<ul style="list-style-type: none"> • Assess the situation • Make sure other people are safe from danger • Render first aid • Liaise with emergency services on arrival • REFER TO CHECKLIST: CASUALTIES 			
Fire or explosion – Call Fire, Police, Ambulance	Action should be taken in accordance with the schools’ fire and evacuation procedures			
Bomb Threat – Call Police	Action should be taken in accordance with the school Bomb Threat Procedures			
Airborne contamination affecting the school, e.g. smoke, chemicals, radiation Unless, or until notified otherwise by the emergency services or other means of communication, initial action in such an event is: Go in! Stay in! Tune in!	<ul style="list-style-type: none"> • Go indoors and stay there until you are told it is safe to go outside – if possible shelter in parts of the building furthest away from the direction of the contamination • Close windows, doors, and ventilators. • If safe to do so, switch off air conditioning systems drawing air from outside the building • Do not use the telephone unless you urgently need help • Listen to local television or radio for further information • Do not eat opened or uncovered food or drink • Wash all utensils before using • Wash hands before preparing food • Do not use produce that has been stored outside 			
Carry out Roll Call	Report missing persons to emergency services			
Consider building, site safety, and security issues	Prevent access to site			

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

INCIDENT IN SCHOOL TIME

Initial Action	Additional Actions	Who By	✓	Time
Decide whether to keep pupils in school or send home	REFER TO CHECKLIST: INFORMATION STRATEGY			

INCIDENT OUTSIDE SCHOOL TIME

Initial Action	Additional Actions	Who By	✓	Time
Consider disruption to next days school routine	REFER TO CHECKLIST: INFORMATION STRATEGY <ul style="list-style-type: none"> • Consider announcements via the local news media 			

INCIDENT OFF-SITE (E.G. SCHOOL TRIPS)

See Overleaf

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

INCIDENT OFF-SITE - Initial Action – Off-site

Initial Action – At School – See Overleaf

Initial Action	Additional Actions	Who By	✓	Time
Supervise and support remainder of the group	Arrange for their return to off-site base			
Liaise with emergency services	One person to remain at the incident to assist or liaise with the emergency services			
Contact off-site base to communicate with other staff in party				
Liaise with Tour Operator/Travel Company	Confirm what arrangements are being made by the Tour Operator/Travel Company			
Contact Head, emergency contact point, or designated member of staff and provide information:	<ul style="list-style-type: none"> • Precise location (including Post Code) • Description of the incident • Time of the incident • Number of casualties • Nature of injuries • Total number in the party • Your name and telephone number • Name and telephone numbers of individuals involved • Name of other members in the party • Action taken so far • Action to be taken and by whom • Telephone numbers for future communication – If possible provide alternative ‘at-home’ and ‘off-site’ numbers 			

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

INCIDENT OFF-SITE - Initial Action – At School

Initial Action	Additional Actions	Who By	✓	Time
Liaise with police	<ul style="list-style-type: none"> • Police will liaise with responding police force if incident is in another force area • Police will be notified by Foreign & Commonwealth Office if fatalities have occurred abroad and will notify next of kin 			
Inform next of kin	REFER TO CHECKLIST: INFORMATION STRATEGY			
Liaise with Tour Operator/Travel Company	Confirm what arrangements are being made by the Tour Operator/Travel Company			
If incident has occurred abroad	<ul style="list-style-type: none"> • Contact the Foreign & Commonwealth Office ➤ If a death or accident has been reported to a British Consulate overseas they will pass the details to the UK police who will inform the next of kin ➤ Consular staff in London will keep in touch with next of kin and the Consulate abroad • Access interpretation service as required 			
Obtain information on arrangements for casualties	REFER TO CHECKLIST: CASUALTIES			
Obtain information on arrangements for fatalities				
Obtain information on return travel arrangements	REFER TO CHECKLIST: REUNITE FAMILIES			
Liaise with police regarding reception arrangements for people returning				
Arrange for appropriate staff to travel to where the incident occurred	<ul style="list-style-type: none"> • Liaise with Police for incidents in UK • Liaise with Foreign and Commonwealth Office for incidents abroad • Liaise with those affected, and relevant authorities 			

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

CASUALTIES

Initial Action	Additional Actions	Who By	✓	Time
Establish who is affected and details of injuries/fatalities	<ul style="list-style-type: none"> • Liaise with Police for incidents in UK • Liaise with Foreign and Commonwealth Office for incidents abroad 			
Obtain information on current location of casualties				
Record the names of people being taken to hospital				
Nominate staff to accompany injured person(s) to hospital	Record which staff are accompanying injured people			
Obtain a copy of family and staff contact lists				
Inform next of kin	REFER TO CHECKLIST: INFORMATION STRATEGY (Note: The Police will notify next of kin of fatalities)			
Obtain information on arrangements for the deceased	<ul style="list-style-type: none"> • Liaise with the police • Coroners have responsibility for investigating any unnatural or violent deaths that occur in their area, including a death overseas if the body is brought back to this country • For incidents abroad the Foreign and Commonwealth Office can advise on: <ul style="list-style-type: none"> ➤ Burial or cremation overseas ➤ Bringing remains and personal property back to the UK ➤ Obtaining a UK death certificate 			

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

INFORMATION STRATEGY

Initial Action	Additional Actions	Who By	✓	Time
Arrange communication resources	REFER TO CHECKLIST: COMMUNICATION ARRANGEMENTS			
Receive incoming calls	REFER TO CHECKLIST: INCOMING CALLS			
Provide information to staff	REFER TO CHECKLIST: INFORMATION FOR STAFF			
Provide information to pupils	REFER TO CHECKLIST: INFORMATION FOR PUPILS			
Inform next of kin	REFER TO CHECKLIST: INFORMING NEXT OF KIN			
Notify contractors, service providers, delivery firms etc	Advise of incident and any alternative arrangements – Refer to Recovery Checklists			
Advise other school users	Advise of incident and any alternative arrangements – Refer to Recovery Checklists			
GENERAL POINTS				
<ul style="list-style-type: none"> • Many of those involved in the incident will possess mobile telephones; therefore news of the incident will spread very quickly and will be beyond the control of the school • Maintain close liaison with the police. In most critical incidents, the police will be responsible for managing information about the incident • If the incident occurred abroad, maintain close liaison with the Foreign and Commonwealth Office • If no information is available because of the investigation into the incident or difficulties in confirming the identity of those involved, every effort must be made by the appropriate authority to explain the reasons for this. Limited information may be better than nothing. • Avoid speculation • Do not make statements about further information or developments unless confident that it will be available • Important information should be repeated • Where possible, written information should be used to supplement verbal information • New information must be communicated as soon as possible • Those providing information should be aware that those receiving it might express anger and hostility 				

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

COMMUNICATION ARRANGEMENTS

Initial Action	Additional Actions	Who By	✓	Time
Establish a separate dedicated line for outgoing calls	Use a mobile phone or a line that cannot take incoming calls			
Provide phones for use by Critical Incident Team				
Nominate staff to deal with incoming calls and to make outgoing calls				
Prepare a statement	<ul style="list-style-type: none"> • Include known information and assurances of action being taken • Indicate when further information will be made available • Anticipate answers to the following: <ul style="list-style-type: none"> ➤ <i>Was my child there when it happened?</i> ➤ <i>Are they safe now?</i> ➤ <i>Where is my child?</i> ➤ <i>How do I get to see them?</i> ➤ <i>How serious is the injury</i> ➤ <i>Which hospital have they been taken to?</i> ➤ <i>Will you help me to get to the hospital?</i> • Avoid speculation 			
Record who has called	<ul style="list-style-type: none"> • Check against the record of outgoing calls to ensure parents have been informed, and to avoid duplication 			
Record who has been contacted	<ul style="list-style-type: none"> • Check against the record of incoming calls to ensure parents have been informed, and to avoid duplication 			

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

INCOMING CALLS				
Initial Action	Additional Actions	Who By	✓	Time
Nominate staff to receive incoming calls	<ul style="list-style-type: none"> • Use language and tone that alleviates anxiety • Important information should be repeated • Those providing information should be aware that those receiving it might express anger and hostility 			
Use a prepared statement	<ul style="list-style-type: none"> • Avoid speculation • Do not make statements about further information or developments unless confident that it will be available • Where possible, written information should be used to supplement verbal information 			
Record who has called	<ul style="list-style-type: none"> • This must be checked against the record of outgoing calls to ensure parents have been informed, and to avoid duplication 			
Respond to enquiries from news media	REFER TO: RESPONDING TO THE NEWS MEDIA – SECTION 9			

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

INFORMATION FOR STAFF

Initial Action	Additional Actions	Who By	✓	Time
Arrange briefing meeting for all staff	<ul style="list-style-type: none"> • Inform all staff as soon as possible • Give guidance on how to support and talk to the children • Outline the measures in place in the school to provide further help for distressed children • Establish a schedule for updating staff, e.g. during breaks, at the end of the day, or first thing next morning • Ensure all adults in contact with pupils are kept well informed and feel secure in handling questions and comments 			
Arrange de-briefing meetings for directly affected staff	<ul style="list-style-type: none"> • Unless authorised, Staff should be advised not to talk to the news media - Refer to Responding to the News Media – Section 9 • Avoid speculation • Do not make statements about further information or developments unless confident that it will be available • Important information should be repeated • Where possible, written information should be used to supplement verbal information • New information must be communicated as soon as possible • Those providing information should be aware that those receiving it might express anger and hostility 			

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

INFORMATION FOR PUPILS

Initial Action	Additional Actions	Who By	✓	Time
<p>Arrange briefing meeting for all pupils</p>	<ul style="list-style-type: none"> • Pupils should be told simply and without fabrication what has happened • It is probably best if this is done in small groups, e.g. classes, or year groups • Answer questions as straightforwardly as possible. • It should be acknowledged if questions cannot be answered at the time • Pupils should be regularly updated with new information • Avoid speculation • Do not make statements about further information or developments unless confident that it will be available • Important information should be repeated • Where possible, written information should be used to supplement verbal information • New information must be communicated as soon as possible • Those providing information should be aware that those receiving it might express anger and hostility • Information leaflets contained in Section 8 may be helpful for incidents that have resulted in injuries or fatalities 			

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

INFORMING NEXT OF KIN

Initial Action	Additional Actions	Who By	✓	Time
Decide how to contact parents	<ul style="list-style-type: none"> • This needs to be done quickly and with sensitivity • Consistency of information is vital. Avoid using a chain of communication • Where possible, written information should be used to supplement verbal information • Do not make statements about further information or developments unless confident that it will be available • New information must be communicated as soon as possible • The Police will notify next of kin of fatalities 			
Decide whether to invite parents to the school or another secure venue to receive further information	<ul style="list-style-type: none"> • Provide accommodation (within school or elsewhere) which can be restricted to next of kin, pupils and staff • Liaise with Police regarding security issues 			
Nominate staff to make outgoing calls	<ul style="list-style-type: none"> • Use language and tone that alleviates anxiety • Important information should be repeated • Those providing information should be aware that those receiving it might express anger and hostility 			
Record who is contacted	<ul style="list-style-type: none"> • Check against incoming calls received to ensure parents have been informed, and to avoid duplication • If a parent cannot be contacted by telephone it may be necessary to use either a reliable neighbour (best another parent) or a note through the door asking them to telephone a given number 			
Suggest parents make contact with relatives or neighbours for support	Where appropriate, give the contact numbers of other families involved in the crisis			
Provide telephone numbers for more information	E.g. hospital, disaster information line number			

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

REUNITING FAMILIES

Initial Action	Additional Actions	Who By	✓	Time
Identify location for families to be reunited	<ul style="list-style-type: none"> The police may designate a location A venue should be chosen away from areas that the public/press could observe or have access 			
If families need to travel to the area where the incident occurred, assistance may be required with:	<ul style="list-style-type: none"> Co-ordination of travel and accommodation arrangements Costs of travel and accommodation Liaison with authorities where the incident occurred <p>(Liaise with Foreign and Commonwealth Office for incidents abroad)</p>			
Confirm with the police arrangements for reception of returning staff, pupils, and parents	<ul style="list-style-type: none"> If the incident occurs abroad, there is likely to be significant media interest at the point of arrival in this country, therefore arrangements will need to be made to meet groups as they arrive Where children and staff are arriving from a remote location, e.g. from a foreign visit, transport arrangements may need to be arranged for next of kin, particularly those unable to travel independently 			
Arrange for appropriate support to be provided for children, families and staff	This may include Police Family Liaison Officers supported by staff from Children's Services and Educational Psychology			

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

5. Immediate Action Checklist for Torbay Council

ACTIVITY	ADDITIONAL ACTIONS	WHO BY	✓	TIME																																							
Notification	<ul style="list-style-type: none"> Obtain information about the incident using Incident Checklist Initiate Emergency Cascade 	Operational Services																																									
Representatives from relevant services form Critical Incident Team with School	<table border="1" data-bbox="616 491 1431 1070"> <thead> <tr> <th></th> <th>People Related</th> <th>Property Related</th> </tr> </thead> <tbody> <tr> <td>Children's Services</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>➤ Child Care Services</td> <td>✓</td> <td></td> </tr> <tr> <td>➤ Educational Psychologist</td> <td>✓</td> <td></td> </tr> <tr> <td>➤ Education Welfare</td> <td>✓</td> <td></td> </tr> <tr> <td>Adult Care Trust</td> <td>✓</td> <td></td> </tr> <tr> <td>Health and Safety</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Insurance</td> <td></td> <td>✓</td> </tr> <tr> <td>Human Resources</td> <td>✓</td> <td></td> </tr> <tr> <td>Communications</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Environmental Health (If public health issues)</td> <td>✓</td> <td></td> </tr> <tr> <td>Building Control</td> <td></td> <td>✓</td> </tr> <tr> <td>IT Services</td> <td></td> <td>✓</td> </tr> </tbody> </table>		People Related	Property Related	Children's Services	✓	✓	➤ Child Care Services	✓		➤ Educational Psychologist	✓		➤ Education Welfare	✓		Adult Care Trust	✓		Health and Safety	✓	✓	Insurance		✓	Human Resources	✓		Communications	✓	✓	Environmental Health (If public health issues)	✓		Building Control		✓	IT Services		✓	Chief Executive		
	People Related	Property Related																																									
Children's Services	✓	✓																																									
➤ Child Care Services	✓																																										
➤ Educational Psychologist	✓																																										
➤ Education Welfare	✓																																										
Adult Care Trust	✓																																										
Health and Safety	✓	✓																																									
Insurance		✓																																									
Human Resources	✓																																										
Communications	✓	✓																																									
Environmental Health (If public health issues)	✓																																										
Building Control		✓																																									
IT Services		✓																																									
Consider need to convene Emergency Management Team	In accordance with Torbay Council's Emergency Cascade procedures and Major Emergency Guide	Chief Executive																																									
Response and Recovery	In accordance with Schools Critical Incident Checklists	Relevant Services																																									

6. Critical Incident Recovery

Once the initial emergency phase is over, the recovery phase must begin.

Recovery Management Team

A Recovery Management Team will be established to co-ordinate the recovery operation, supported by Recovery Working Groups.

The Recovery Management Team will be lead by the headteacher, and will consist of the Chair of Governors, Critical Incident Manager, and chairs of each of the Recovery Working Groups.

Recovery Working Groups

Groups are listed overleaf, showing suggested membership and key roles. These are not intended to be prescriptive. The role and membership of the Recovery Working Groups will be dependent on the incident.

Each Working Group will be lead by a representative from the school, however the headteacher and Chair of Governors may wish to agree an alternative lead person from within the group if it is felt to be appropriate.

Management responsibilities

The responsibility for managing some aspects of the recovery may depend on the type of school affected. The management responsibilities of the different types of school are as follows:

Type of School	Staff Employer	Land and Premises Owner	Notes
Community	Local Education Authority	Local Education Authority	
Foundation	Governing Body	Governing Body or Charitable Foundation	
Voluntary Aided	Governing Body	Charitable Foundation	<ul style="list-style-type: none"> Governing body contributes towards capital costs of running the school Most linked to Church of England or Roman Catholic Church, however some may be linked to other faith groups or may be non-denominational
Voluntary Controlled	Local Education Authority	Charitable Foundation	
Pupil Referral Units	Local Education Authority	Local Education Authority	

* Schools built through a Private Finance Initiative are owned by a private company

Recovery Checklists

- Actions contained in these checklists are not prescriptive, nor exhaustive, but serve as guidance for the recovery from an incident.
- Record all key decisions and actions on an incident log
- Checklists are divided into two time scales:
 - **Initial Actions**
 - **Ongoing Actions**

Recovery Working Groups

- Working Groups will be lead by a representative from the school (shown in bold type)
- Headteacher may nominate an alternative lead person from within the group

WORKING GROUP	MEMBERSHIP	KEY ROLES
RECOVERY MANAGEMENT TEAM	Headteacher <ul style="list-style-type: none"> • Critical Incident Manager • Chair of Governors • Representative(s) from each working group 	Overall co-ordination of recovery process
WELFARE	School representative <ul style="list-style-type: none"> • Police Family Liaison Officers • Children's Services <ul style="list-style-type: none"> ➢ Child Care Services ➢ Educational Psychologist ➢ Education Welfare • Adult Care Trust • Human Resources 	Welfare support needs for pupils and staff.
PREMISES	School representative <ul style="list-style-type: none"> • Site Management • Building Control • Property Services • Planning • Insurance • Loss Adjusters • Health & Safety • IT Services • Contract staff • Utilities 	<ul style="list-style-type: none"> • Structure, fabric, and contents of the building • Recovery of salvageable items • Temporary accommodation • Temporary relocation
EDUCATION	School representative <ul style="list-style-type: none"> • Children's Services • School Meals • Transport Co-ordination 	Continuation of education processes
INFORMATION	School representative <ul style="list-style-type: none"> • Police • Children's Services • Communications 	Provision of information to staff, pupils, parents, wider community, media
PUBLIC HEALTH	School representative <ul style="list-style-type: none"> • Health Protection Unit • Environmental Health • Health & Safety • Contract staff 	<ul style="list-style-type: none"> • Response and advice on public health issues • Cleansing/disinfection of premises • Contact tracing • Public information
FINANCE	School finance staff <ul style="list-style-type: none"> • Torbay Council Finance • Insurance 	<ul style="list-style-type: none"> • Record financial commitments • Cost recovery

Recovery Checklists

RECOVERY MANAGEMENT TEAM			
ACTIVITY	ADDITIONAL ACTIONS	PERSON OR GROUP RESPONSIBLE	✓
INITIAL ACTIONS			
Form Recovery Management Team and Working Groups	<ul style="list-style-type: none"> • Critical Incident Team to form Recovery Management Team • Working Groups established as required 	School Critical Incident Manager	
ONGOING ACTIONS			
Establish meeting programme with Recovery Management Team and Working Groups			
Review initial actions			
Prioritise ongoing issues			
Develop recovery strategy			
Implement review programme			
Review all recovery actions			

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

WELFARE WORKING GROUP

ACTIVITY	ADDITIONAL ACTIONS	PERSON OR GROUP RESPONSIBLE	✓
INITIAL ACTIONS			
Identify immediate welfare support needs for pupils and staff.	Liaise with Torbay Council Children’s Services, Adult Care Trust, and Human Resources Refer to: Supporting People Involved – Section 7		
ONGOING ACTIONS			
Review welfare support for pupils and staff	Refer to: Supporting People Involved – Section 7		

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

PREMISES WORKING GROUP

ACTIVITY	ADDITIONAL ACTIONS	PERSON OR GROUP RESPONSIBLE	✓
INITIAL ACTIONS			
Evaluate damage to the building	Consideration of possible asbestos contamination		
Consider building, site safety, and security issues			
Salvage			
Establish priorities for salvage	In liaison with, emergency services, insurer, Health & Safety, and Building Control,		
Begin salvage action according to priorities	<ul style="list-style-type: none"> • Identify items to be removed and an alternative storage area • Contract with specialist salvage and remediation firms 		
ONGOING ACTIONS			
Existing premises			
Mark damaged areas on building plans			
Identify usable accommodation and/or the need for alternative accommodation	<ul style="list-style-type: none"> • Classrooms • Administration • Staff rest areas • Visitor facilities • Toilets/Cloakrooms • Kitchen/Food preparation/serving • Sports facilities • Car parking 		

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

PREMISES WORKING GROUP

ACTIVITY	ADDITIONAL ACTIONS	PERSON OR GROUP RESPONSIBLE	✓
Salvage			
Continue salvage action			
Establish areas with restricted access to contractors and vehicles			
Authorise initial repair work	In liaison with insurer/Loss Adjuster		
Initiate project plan for ongoing repairs			
Undertake initial cleaning/ disinfection requirements			
Co-ordinate provision of temporary classrooms, furniture and equipment	Planning permission is required for new buildings (temporary and permanent), therefore Torbay Council Development Control must be involved in decisions at the earliest opportunity.		
Existing Premises / Temporary accommodation			
Allocate accommodation as required, e.g.	<ul style="list-style-type: none"> • Classrooms • Administration • Toilets • Staff rest areas • Visitor facilities • Kitchen/Food preparation/serving • Sports facilities • Car parking 		

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

PREMISES WORKING GROUP

ACTIVITY	ADDITIONAL ACTIONS	PERSON OR GROUP RESPONSIBLE	✓
Co-ordinate relocation of all or parts of the school functions	As required		
Review site security			
Review Health & Safety			
Check for obstacles to pupils movements			
Identify new routes			
Review entrances/exits			
Issue maps showing restricted areas, etc.			
Check fire escape requirements (consult with the Fire Service)			
Review fire prevention arrangements			
Issue new fire notices and procedures			
Hold a fire drill as soon as possible so pupils know the new exit routes and assembly points.	Talk the pupils through the process and the fact that it is a practice.		

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

PREMISES WORKING GROUP

ACTIVITY	ADDITIONAL ACTIONS	PERSON OR GROUP RESPONSIBLE	✓
Initiate project plan for ongoing repairs or rebuilding of school			
Manage the relocation to repaired premises			
Resources			
Contact service providers to check/reinstate facilities	<ul style="list-style-type: none"> • Heating • Electrical supplies/installations • Fuel • IT • Communications • Transport 		
Identify material resources to be replaced. Liaise with Education Working Group	<ul style="list-style-type: none"> • Furniture/Furnishings • Teaching materials • Pupil materials • Stationery 		
Prepare inventory to furnish existing or alternative accommodation			
Co-ordinate school meals provision			
Revise transport arrangements			

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

PREMISES WORKING GROUP

ACTIVITY	ADDITIONAL ACTIONS	PERSON OR GROUP RESPONSIBLE	✓
Arrangements for Contractors			
Establish Health & Safety requirements			
Establish access requirements for vehicles			
Establish pupil restricted access areas			
Agree working practices and times when noise must be kept to a minimum			

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

EDUCATION WORKING GROUP

ACTIVITY	ADDITIONAL ACTIONS	PERSON OR GROUP RESPONSIBLE	✓
INITIAL ACTIONS			
Review accommodation arrangements for staff and pupils	In liaison with Premises Working Group		
Evaluate disruption to the education process			
Consider need for pupil relocation			
ONGOING ACTIONS			
Identify material resources to be replaced. Liaise with Premises Working Group	<ul style="list-style-type: none"> • Furniture/Furnishings • Teaching materials • Pupil materials • Stationery 		
Amend school programme			
Amend staff rotas			
Issue new timetables			
Arrange supply cover for teaching/Support staff			
Make alternative arrangements for examinations			

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

PUBLIC HEALTH WORKING GROUP

ACTIVITY	ADDITIONAL ACTIONS	PERSON OR GROUP RESPONSIBLE	✓
INITIAL ACTIONS			
Co-ordinate response to public health issues			
ONGOING ACTIONS			
Co-ordinate cleansing/disinfection of premises	Liase with Premises Working Group		
Provide information for staff and parents	Liase with Information Working Group		

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

INFORMATION WORKING GROUP

ACTIVITY	ADDITIONAL ACTIONS	PERSON OR GROUP RESPONSIBLE	✓
INITIAL ACTIONS			
Establish information strategy	Use notice boards, newsletter, web sites, reception points, meetings etc.		
Keep parents informed			
Keep staff and governors informed			
Liaise with other relevant departments			
Change school answer phone message	Can be used to update parents on issues such as attendance arrangements, pupil attendance, etc.		
Media sub-group			
Support school in dealing with media enquiries	Contribute to information strategy		
ONGOING ACTIONS			
Update the answer phone message as required			
Maintain updates to staff and governors			
Maintain updates to parents	<ul style="list-style-type: none"> • Acknowledge the incident and the effect it has had on the school • Express sympathy on behalf of the school/community to those directly affected • State that it is not possible to comment on the incident at this stage other than to provide factual information 		

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

INFORMATION WORKING GROUP

ACTIVITY	ADDITIONAL ACTIONS	PERSON OR GROUP RESPONSIBLE	✓
	<ul style="list-style-type: none"> • Advise on what action is being taken and by whom – e.g. We are currently working closely with Torbay Council to ensure that disruption to school life is kept to the minimum possible, however, it will be some time before we are back to normal. • Provide information on revised arrangements and facilities, and when they will come into effect • Provide contact numbers, and request to call only if urgent • Advise on frequency and format of information updates, and location of other information, e.g. notice boards, web site • Thank for support and understanding 		
Notify contractors, service providers, delivery firms etc.			
Review forthcoming events	Move/reorganise		
Advise other school users of alternative arrangements	Reorganise/cancel events		
Update relevant external organisations			
Update lead government department			
Media sub-group			
Continue to support school in dealing with media enquiries	Contribute to information strategy		

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

FINANCE WORKING GROUP

ACTIVITY	ADDITIONAL ACTIONS	PERSON OR GROUP RESPONSIBLE	✓
INITIAL ACTIONS			
Record financial expenditure			
ONGOING ACTIONS			
Maintain records and monitor financial expenditure			
Agree procedures with the Loss Adjusters			
Set up ordering and payment procedure	Liaise with Premises Working Group		
Co-ordinate cost recovery			

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

MAINTAIN A RECORD OF ALL KEY DECISIONS AND ACTIONS TAKEN

7. Supporting People Involved

Whilst all critical incidents are difficult for those concerned, incidents that involve people, and particularly incidents resulting in injury or death are inevitably particularly traumatic.

Checklists

Actions contained in these checklists are not prescriptive, nor exhaustive, but serve as guidance for the initial response to an incident and recovery.

These actions should be reviewed as part of the process of responding to the needs of those involved and in conjunction with the medium and longer-term actions.

Time scales for these actions are not prescribed and will vary for different incidents and with the needs of those affected.

Support from the Educational Psychology Service

The Educational Psychology Service can offer in-service training on bereavement and a school's response to a traumatic event.

In response to a Critical Incident, the Educational Psychology Service can offer the following support:

- General advice to children, staff, and parents following an event
- Assist the headteacher in diffusing the situation by providing guidance on strategies that can be used by the school
- Help identify the needs of individuals who may require longer-term support, and how the support might be provided

The Educational Psychology Service will liaise with other services such as the Education Welfare Service.

Supporting Documentation

A number of documents are included in Section 9. These can be reproduced and given to individuals as required:

- **Reactions to major stress in adults and young people**
- **The Grieving Process**
- **Helping a Bereaved Child**
- **When Someone We Know Dies: Understanding your feelings**

(Two versions for older and younger children)

Initial Considerations

- Ensure staff and others responding to the incident have regular breaks
- Identify immediate welfare support needs for pupils and staff
- Liaise with Torbay Council Children's Services, Adult Care Trust, and Human Resources to identify support to meet the immediate needs of those affected
- Consider the introduction of contemplatory areas e.g. areas where pupils and staff have the opportunity to talk through and express their feelings, areas for quiet thought or small meeting areas, etc.

Medium Term Actions

Support for pupils and staff

- While attempting to ensure continuity and normality, staff should encourage children to talk about their feelings and be prepared to listen to them
- Arrange consultation so staff can better support pupils
- Check monitoring procedures are in place and followed, and clarify procedures for referring pupils for individual help
 - Acknowledge that the incident may act as a trigger to children who 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
 - Groups of children may be offered support from outside professionals who can debrief them, to help them understand their reactions and develop coping strategies. Parental permission should be sought in this instance
 - Some children and staff may need therapeutic help for a considerable time or at some time after the event
- Staff closely associated with the children involved should be offered opportunities for debriefing and counselling
 - Be aware of the possible delayed reactions for those actively involved in responding to a critical incident
- Some staff might not wish or be able to be directly involved in supporting children and therefore the burden of support may fall disproportionately on a small number of staff. It is important that this is openly acknowledged and recognised as an acceptable position to adopt.

Support for families

- Provide information to families on the kinds of help and support available to them and their children
- Liaise with parents, and send them bulletins
- Keep parents informed of actions being taken at the school

Expressions of sympathy

- Arrangements may be made to express sympathy to the families directly affected by the incident
- Children can be encouraged to send cards and letters
- Injured children can be visited in hospital
- Decide about attendance at funerals
 - Consider differences between religious faiths. A member of staff should enquire about funeral practices, whether flowers are appropriate, whether representatives from the school may attend, and if so if women, men, and pupils would be welcome
 - School closure is possible at discretion of governors
- Discuss the desirability of holding special assemblies and memorial services. Share planning arrangements with those affected

Arrangements for returning to school

- Every attempt should be made to provide as much continuity as possible
- Maintain the normal school day so that pupils are unsettled as little as possible
- Parents can be invaluable (e.g. as classroom assistants) in enabling the school day to run smoothly
- Position staff at set points to meet students returning to school
- Returning to school may be very difficult for someone whose injuries have changed them physically in some way. They may have reduced self-confidence, may be subject to teasing, and may need help to develop strategies to deal with these issues
- Some pupils or staff directly affected may not have been attending school after an incident and will need assistance on re-entry
- Utilise plans where they exist for children returning after long absences;
 - A form teacher visiting a pupil at home or in hospital
 - Agree how to maintain contact with school
 - Pupils may have anxieties about lost work, or having to catch up on work. Agree how this will be managed
 - Checking on concerns about examinations, and whether special arrangements need to be implemented
 - Consider part time attendance and agreeing a suitable curriculum within a realistic time span
 - Checking on worries about meeting other pupils and discussing how to react to questions and comments
 - Setting up 'sanctuary' arrangements for the person to go to in school should he/she get particularly upset
 - Identify particular teachers and children to provide closest support
 - Talking about what is happening in school, both generally and specifically, including reactions to the incident
 - Re-scheduling projects and other work in so far as it is necessary and possible.
 - Negotiate with pupils and parents a date for returning
 - Plan with teachers the actual entry into lessons

Gifts and donations

Flowers, gifts, money, and fund raising events may be organised by sympathisers wishing to express their sympathy and support

Gifts

Gifts will have been sent with great feeling and must be treated with respect. Families may not be physically or emotionally capable of responding to such action in the initial stages.

The receipt of gifts must be managed and aspects to consider include:

- Storage
- Cataloguing of items
- Record of sender and intended recipient
- Sending acknowledgements
- Methods to ensure fair and sensitive distribution
- Families may wish to thank well-wishers personally

Those affected by the incident and to whom the gifts are directed should be given the option of being involved in the above considerations as soon as they feel ready.

Money

Significant amounts of money will generally lead to the setting up of a disaster fund. An independent body should be established to manage any such fund. The British Red Cross has produced a comprehensive handbook on setting up and running Disaster Funds.

Long Term Actions

The effects of a crisis can reverberate for years both within the school and the local community.

The following actions and issues should be considered:

- Introduce strategies to continue monitoring vulnerable pupils and staff
- Some may have been injured or distressed and will need significant support to reintegrate back into school life
- Consult and decide on whether and how to mark anniversaries
- Ensure new staff are aware of pupils affected and in what way
- Ensure staff and pupils know how to obtain further help if necessary
- Anniversaries are key times and the headteacher should ensure such times are planned for and handled with sensitivity and support
- Legal processes, enquiries, and even news stories may bring back distressing memories and cause temporary upset in school

Support Groups

Often an outcome from a major incident is that support groups become established.

Such groups are an important source of emotional support and can actively help the healing process. Some groups may become involved in campaigning issues.

Whilst such groups may form as a result of intervention by the agencies involved in the response, they often continue without ongoing external involvement.

Whilst playing an important part in the recovery process, arrangements need to continue to provide individual support for as long as required.

8. Information Leaflets

The following information can be reproduced and given to individuals as required:

- **Reactions to major stress in adults and young people**
(Information for school staff)
- **The Grieving Process**
(Information for school staff)
- **Helping a Bereaved Child**
(Information for school staff)
- **When Someone We Know Dies: Understanding Your Feelings**
(For older children)
- **When Someone We Know Dies: Understanding Your Feelings**
(For younger children)

Reactions to Major Stress in Adults and Young People

Information for Staff

REACTIONS TO MAJOR STRESS IN ADULTS AND YOUNG PEOPLE

School staff need to be aware of the range of symptoms that both children and teachers may show after a major trauma. The most important thing is for teachers and those who have management responsibility for teachers to note any major change in behaviour after a disaster; to note the nature of those changes; and to alert others as agreed in the contingency plan.

Where certain symptoms are present the person is likely to be suffering from a syndrome that is now recognised as Post Traumatic Stress Disorder (PTSD).

The following describes in greater detail the symptoms associated with PTSD, additional reactions to major crises, and some ways in which individuals and school staff can support pupils and their families.

Re-experiencing the trauma

Repetitive, intrusive thoughts about the accident, may occur at any time, and can be triggered by sights, sounds, smells, or sensations (wet, cold, hot) that act as a reminder of the incident.

People may have 'flashbacks' as if they were reliving the experience. They may also relive the incident in recurring nightmares.

Avoiding thinking about the experience

The emotions that the intrusive thoughts give rise to can be very painful and often young people try to avoid thinking about the trauma or avoid dealing with the emotions. They may steer clear of things that remind them of the trauma because such things are like powerful fears that actually happen. In many adults there is evidence of difficulty in sustaining emotional relationships, these signs may be different in children. For example, they may often show a lack of interest in hobbies and pastimes previously enjoyed.

The symptoms of this kind of avoidance appear as:

Not talking with parents Many young people do not want to talk about their feelings with their parents so as not to upset them.

Not talking with peers After a few days, survivors may feel a great need to talk over their experiences with their peers. Unfortunately the timing is often inopportune. Peers hold back from asking in case they upset the survivor; the survivor often feels rejected.

Children may also be subject to teasing or bullying by other children because of the incident, but may be unable to tell parents or teachers.

Foreshortened and change of priorities Learning how easily life can be extinguished can cause young people to lose their faith in the future. They may feel that their whole view of the world, and their priorities, have been altered. Many feel that they should live life to the full and not plan ahead: they lose trust in long term planning. Others realise that they have been over-concerned with materialistic or petty matters and resolve to re-think their values, sometimes within a formal religion

Guilt 'Survivor guilt' has long been considered a paradoxical reaction following a disaster. Child and adolescent survivors often feel guilty that they are alive when others have died. They feel guilty that they could have done more to help others during the disaster. They sometimes also feel guilty about things they did during the crisis in order to survive.

Heightened anxiety and arousal

In children and adolescents, heightened anxiety and arousal may appear as:

Concentration difficulties During the day children may have major problems concentrating on school work. For example, when it is silent in the classroom they may have intrusive memories of what happened to them.

Sleep disturbance Almost every young person involved in a disaster will have major sleep problems in the first few weeks. They report fears of the dark, fears of being alone, intrusive thoughts when things are quiet, bad dreams, nightmares, and waking at intervals throughout the night. For some these problems can persist over many months. Listening to music while dropping off to sleep can help divert distressing thoughts.

Separation difficulties Initially, most children most children want to be physically close to their surviving parents, often sleeping in the parental bed during the first few weeks. Some distressed parents find their

children's clinginess difficult to cope with and many parents find they are irritated by this 'babyish' behaviour.

Memory problems Young people may have problems remembering new material or even old skills such as reading music.

Heightened alertness to dangers Survivors have learnt the hard way that life is fragile. They become alert to all sorts of dangers in the environment that they previously ignored.

Fears Most survivors of disasters are likely to develop fears related to their experiences. Survivors of transport accidents may develop fears of travelling by sea and air. The spread of fears from an original threat to something different may prevent adults spotting a connection between a child's behaviour and the traumatic event.

Irritability Many children find themselves much more irritable than previously, both with parents and peers. Some also find they get much more angry.

Depression Adolescents involved in disasters report significantly higher rates of depression than do others of the same age. Many adolescents experience fluctuations in their mood however these may be worse after a traumatic event. It is important to differentiate between fluctuating low mood and persistent low mood coupled with feelings of low self worth, loss of appetite and disrupted sleep. This amounts to a clinical depression. A few adolescents also develop suicidal thoughts and occasionally attempt suicide.

Anxiety and panic A significant number of children become very anxious after accidents, although the appearance of panic attacks is sometimes considerably delayed. It may be possible to identify stimuli in the child's immediate environment that trigger panic attacks.

Effects on younger children

Even very young children can be keenly sensitive to their parents' distress and quickly learn not to talk about their bad experiences.

Very young children may show regressive or anti-social behaviour, may become easily frustrated, irritable, or destructive. Children who have been dry at night may start wetting their beds again. Children who have slept in their own bed may need to sleep with their parents for a while. Children

may engage in repetitive play or drawings involving themes of the incident.

As young children's understanding develops they will need to go back over the troubling events, to make better sense of them from a more advanced level of understanding.

Effects on school staff

- The strains of leading a school through a critical incident can be profoundly disturbing but may not be identified or acknowledged until after the crisis has subsided.
- Experience is that headteachers and senior managers often underestimate the impact of critical incidents on themselves and may be reluctant to seek support.
- Teachers have to relate to all pupils, those involved in an incident and others. They also have to relate to the rest of the staff and to their own relatives and friends outside the school.
- Teachers may also experience difficulty knowing when to talk about the incident and when not to. If they have been involved in the crisis, they may develop problems in concentration and memory. Some may try working out their problems inappropriately. For example, they may sometimes seek out children to confide in, thereby adding to the children's burden. At other times, instead of discussing their difficulties with other teachers, they may discuss them in class with the children. Other staff need to be aware of this to ensure that appropriate help and support are available for teachers and other staff who are involved in major incidents.
- It is important that those managing an incident also take care of themselves and that someone takes responsibility for ensuring that this element is not forgotten.
- This support need not necessarily come from another member of the senior management.
- The support of family, senior colleagues, governors, other heads and close friends need to be engaged.
- Caring for the carers is sound management.

Arson attacks

- It is rare for personal injury to occur in arson attacks on schools but the sense of loss, distress and anger can be severe.
- The dislocation for teachers especially can be prolonged. They are forced to revisit their distress day by day as the loss of their investment in place, planning, resources, records and teaching patterns bears down.
- Be aware that the worst effects on teachers' morale and emotional well being can occur some time - often months - after a serious fire.
- The pressure on staff to restore normal routines quickly on a new or restricted site often leaves too little room for grieving, for ritual endings and reflection.

Source: "*Wise before the Event*" W. Yule and A. Gold.

Helping a Bereaved Child

Information for Staff

HELPING A BEREAVED CHILD

How to help children understand what is happening if a relative or a friend is dying

It is difficult to explore ideas and feelings among pupils about death unless you feel at ease yourself; you will need the support of colleagues.

Sharing feelings helps a child to be less isolated in their grief, so talk about different types of feelings with the class.

Be aware of multi-cultural and multi-faith issues.

Use opportunities such as the death of a pet, or a personality on television to discuss death as part of the life cycle.

Remember a child's perception of death changes as they get older.

How do you prepare the class before a bereaved child returns to school?

Be honest and if possible tell the class what has happened before the pupil returns.

Explain how their friend may be very quiet or start crying unexpectedly.

Reassure them that they can help just by listening and being with their bereaved friend.

Encourage them not to worry if their friend wants to be alone.

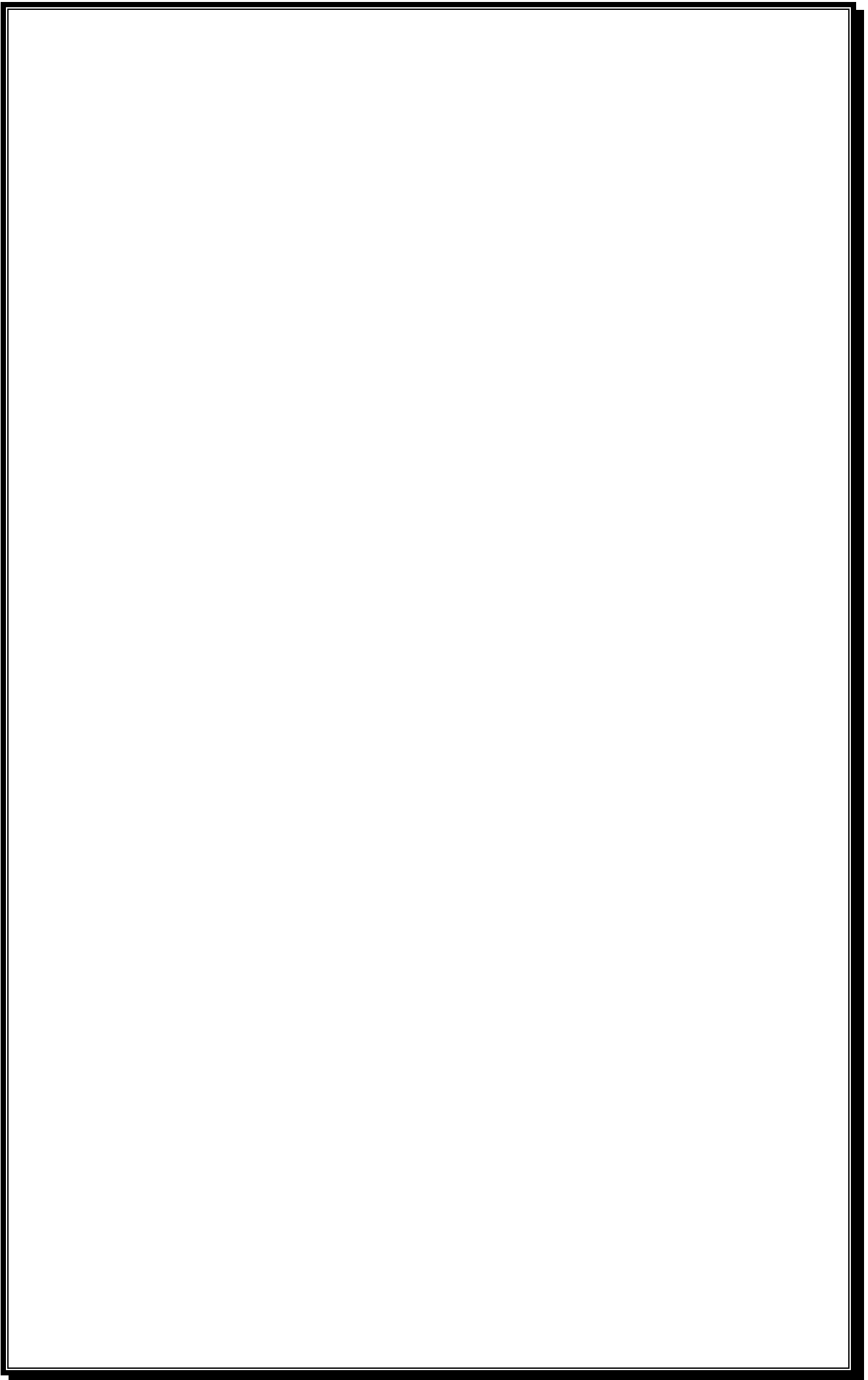
How do you react to a pupil who has been bereaved?

Teachers are not counsellors. Remember, your instinctive reactions are almost certainly appropriate.

- Act as naturally as possible.
- Don't pretend nothing has happened; have a quiet word with the pupil indicating that you are available if necessary and you are aware of the situation.

- Make sure all adults working with the child know the situation.
- Some children will want to talk about what has happened and this should be allowed.
- Let children know it is natural, normal and acceptable to be upset and cry. Don't be afraid to cry with the child.
- The child is likely to suddenly burst into tears and plans should be made to allow them to withdraw and talk quietly with an adult with whom they feel comfortable.
- The bereaved child's behaviour may change and slightly more latitude should be allowed than would normally be the case. Don't avoid taking disciplinary action if the behaviour is inappropriate.
- It may be helpful to provide a quiet place to which a child could retreat.

Source: "*Wise before the Event*" W. Yule and A. Gold.



The Grieving Process

Information for Staff

THE GRIEVING PROCESS

Stages of Grief

Grief is a normal, essential response to the death of a loved one. It can be short lived or last a long time depending on the personality involved, the closeness of the relationship, the circumstances of the death and previous losses suffered.

In many cases, this grief can take the form of several clearly defined stages. This is not necessarily a linear process and difficulties may occur at any of the stages described.

- Shock and Disbelief
- Denial
- Growing Awareness
- Acceptance

Shock and Disbelief

This is likely to happen whenever our model of the world is upset.

Denial

This generally occurs within the first 14 days and can last minutes, hours or weeks. In this stage the bereaved person behaves as if the dead person is still there, no loss is acknowledged.

Growing Awareness

Some or all of the following emotions may be experienced:

Yearning – The urge to search; going over the circumstances of the death, trying to find a reason for the death or visiting where it happened.

Anger – This can be against any or all of the following: the medical services, the person who caused the death, the deceased for leaving.

Depression – The bereaved person begins to feel the despair, the emptiness, and the pain of the loss.

Guilt – This emotion is felt for the real or imagined negligence or harm inflicted on the person who has just died. There is a tendency to idealise the person who has died.

Anxiety – In extreme cases anxiety can even become panic – as the full realisation of the loss begins to come through.

Acceptance

This generally occurs in the second year after the death has been relived at the first anniversary. The bereaved person is then able to adjust to life without the deceased and begin to invest energy elsewhere.

Reactions of Younger Children

In children, the stages of grief may manifest themselves in the following reactions:

- Children, like adults, will enter a period of shock that will last for a few hours or up to a week. It can manifest itself by the child going through daily life mechanically, automatically smiling on cue or being apprehensive. They may have periods of panic. Alternatively, they may become withdrawn and gaze into space for long periods.
- The death of a close relative heightens our sense of vulnerability and for children death and separation are synonymous. They may:
 - become very anxious about being separated from parents for any reason
 - be reluctant to go to school
 - be depressed
 - be prone to infection, i.e. colds, ear infections and tummy upsets
 - bite nails or cuticles, pick themselves, twiddle with their hair
 - develop a fear of the dark (which may last for years)
 - have difficulty in going to sleep
 - possibly have nightmares
 - develop a phobia about hospitals, nurses and doctors.
- Regression to an earlier stage of development is common.
- Children may lose concentration at school.

- Food can become important. Some children will eat and eat to fill up the emptiness they feel inside. They may hoard food and secrete it away. Others though will lose interest in eating. This phase usually only lasts a comparatively short time.
- Sadness and anger need to be expressed but children are often afraid and confused about venting their feelings, as they do not know what is allowed.
- Some children may be frightened to ask questions and will only talk to 'outsiders'. Other children only want to talk about the tragedy to the immediate family.
- The duration of the grief process for children is the same as adults – approximately two years.

Difficulties in Grieving

Many people do not pass through the 'stages of grief' smoothly. This may be made difficult for children by the natural reaction of adults to protect them from further distress by, for example, discouraging attendance at the funeral or not talking about the deceased. Children may also be surrounded by a grieving family and feel that they should not add to that distress by showing their own emotions.

There are three ways commonly used for coping with bereavement that are not helpful over a long period of time. A child may need help in overcoming these.

Substitution - The child may want to find a substitute mother or father.

Aggression - The child may be always fighting, or avoiding school. A variety of discipline problems both inside and outside of school, e.g. drug abuse and general anti-social behaviour, may occur.

Helplessness - This leads to a lack of curiosity and so impairs learning.

Source: "Good Grief" B. Ward & Associates

When Someone You Know Dies

Understanding

Your Feelings

Information for older children

WHEN SOMEONE YOU KNOW DIES

Understanding Your Feelings

When someone we care about dies we all feel grief. People grieve for different lengths of time and as we grieve we can experience different feelings or emotions.

Feelings we may have when someone dies

Shock and disbelief

The first reaction to a death can be shock and disbelief. The person may feel numb, go through the day automatically. They may go very quiet and not want to speak to anyone or they may have times when they feel anxious and in a panic. This period of shock can last from a few hours to a week.

Denial

This stage is usually in the first fortnight after a death. It may last for only a few minutes or for weeks. The person can behave as if nothing has happened and as if the dead person were still around.

For example, they may lay a place at the table for them or go to ring them up and invite them out. They might dream that the dead person is still alive and has not really died.

Growing awareness

During this stage the person gradually realises what it means to them to have lost someone they care about. This growing awareness can sometimes trigger a number of emotions.

The person may feel they need to find a reason for the death. They may want to go over and over how the person died or to visit the place where it happened.

The person may feel angry and want to blame someone, for example a doctor or someone else involved if there was an accident. Sometimes the person may be furious with whoever has died because they have left them.

The grieving person may feel sad and depressed. They may feel as if nothing matters or become anxious. They may feel actual pain or very

empty inside. They may cry often, even when there is no obvious reason for them to be reminded of the person who had died.

Sometimes the grieving person may feel guilty, even if there is no good reason. For example, they may feel terrible because the last time they talked to the person who has died they had an argument. If there has been an accident, they may feel that this was somehow their fault and go through a string of 'if onlys', for example, if only I had been there ... or if only I hadn't shouted.

Sometimes the grieving person may not know quite what they are feeling but develop symptoms or behave in unusual ways. For example, they may be more likely to become ill, find it difficult to get to sleep, start biting their nails.

They may either eat far more than usual or lose interest in eating. They may not want to go to school and if they do, find it difficult to concentrate. They may find it hard to finish their homework or to remember what they are supposed to be doing. They may not be able to think clearly.

Some people worry that they might become ill or die. If they are happy or enjoying things they may think that it is wrong to feel that way.

Acceptance

Eventually the grieving person will be able to get on with life as before.

They will, of course, continue to remember the person who has died but this will not affect them in the same way.

If this is happening to you –

- Talk about how you feel to someone else. This could be to a friend, a teacher, your doctor, or someone in your family. You may want them to help you find someone else to talk to, for example a school counsellor.
- Tell a teacher if you cannot concentrate or are having difficulty with your homework.

How to help a friend who is grieving –

- Act as naturally as possible but do not pretend that nothing has happened.
- Just being with someone can help.
- Someone who is grieving may suddenly burst into tears. Try to accept this. If you feel like crying too that is all right.
- Do not worry if the person just wants to be alone.
- It can be important to remember the person who has died and to create special reminders. For example, it may be a good idea to collect some photographs, make a book or write about the person.
- The grieving process can take some time. You can help just by listening and being with your friend.

When Someone You Know Dies

Understanding

Your Feelings

Information for younger children

WHEN SOMEONE YOU KNOW DIES

Understanding Your Feelings

When people die they stop living. People die for different reasons. Some die because they get very ill. Some die because of an accident. Some die because their body has become very old and stops working.

A dead person does not see or hear. They cannot do things. They cannot breathe. Their body has stopped working. The dead person does not feel anything. That person has gone forever.

If someone we like dies, we have different feelings. One of those feelings is loss, knowing we won't be able to see them again.

Feelings we may have when someone dies



Feeling shocked or not believing it

Sometimes it is hard to believe that someone has died. Some people want to look for the dead person in places where they used to be.

Other people think they see the dead person. Then they realise it was somebody else.

They might dream the dead person is alive and had not really died. Then they wake up and feel sad to know it was not true.

Feeling it isn't true

Some people behave as if nothing has happened, as if the dead person is still around. They may knock on their door to go to school with them.



Feeling sorry

Some people feel sorry after someone has died. They feel they should have said or done something to stop the person from dying. They feel they should have loved the person more.



Feeling angry

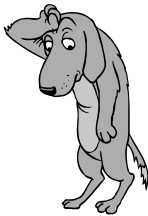
Some people think others should have stopped the person from dying. They feel angry.

Sometimes people feel angry with the dead person who has made them feel so sad. They may feel cross because they remember things the person did. These things upset them.



Feeling sad

Life can seem very lonely and empty. Sometimes seeing other people happy just makes sad people feel lonelier. Some people cry. Some people want to cry when nobody can see them and other people want to cry with a friend.



Feeling worried and puzzled

Some people worry they will not be able to do things by themselves. They find it harder to remember things. They cannot think clearly.

Some people worry they will become ill. They fear they will never be happy again. Sometimes they feel it is wrong to be happy or to enjoy things.



Feeling frightened

Some people find it difficult getting to sleep. They may be frightened of the dark. They may have nightmares.

Some people do not want to go to school.



Feeling hungry

Some people may not want to eat very much and others may eat more than they used to.

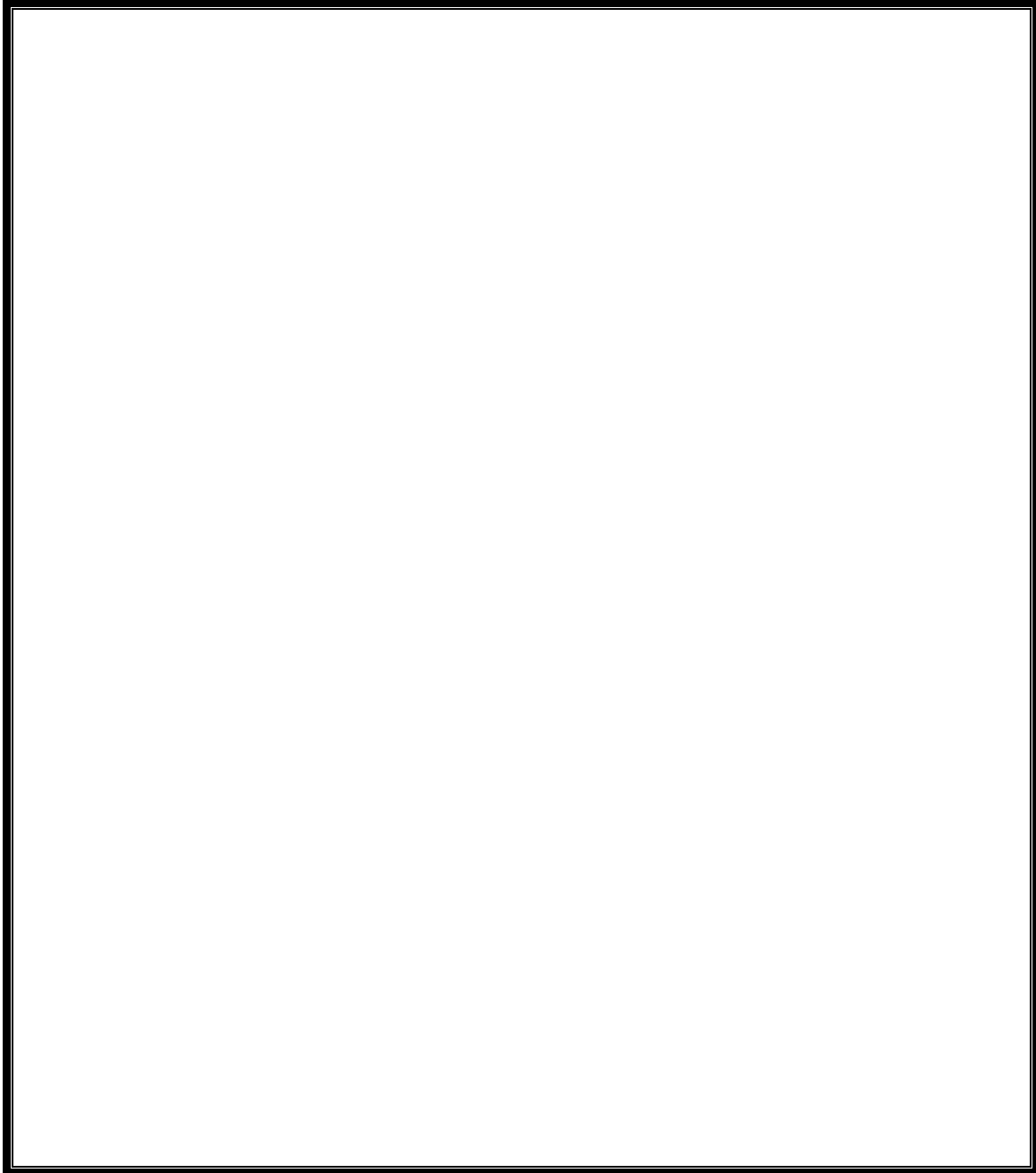
Later on

After a time, the unhappy feelings start to go away. People learn to live without the dead person. The dead person is not forgotten, but little by little people do not feel so upset.

If this is happening to you

Try to talk about how you feel to someone. This could be to a friend, a teacher or someone in your family.

Write or draw your feelings in this box.

A large, empty rectangular box with a black border, intended for students to write or draw their feelings.

Tell your teacher if you cannot concentrate or do not understand something in lessons, or if you are having difficulty with your homework.

How to help a friend who has lost someone

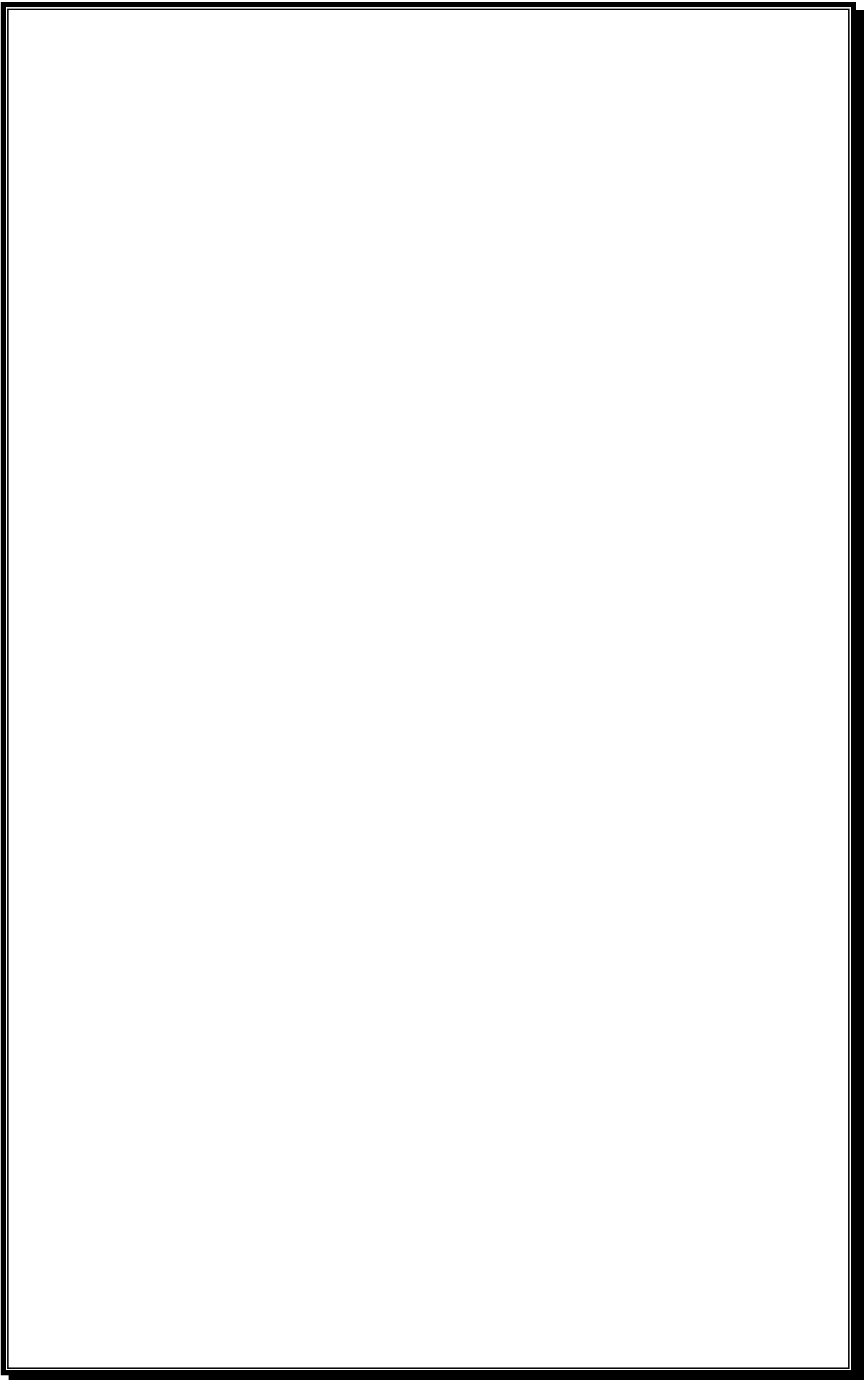
It helps when you are friendly. Listen to the person and offer to stay with them. Some people want to be alone at times, so ask your friend how you can help.

You may be able to help them remember the person who died. These are some things you could try.

- Talk about the dead person with family and friends and remember what the person was like and the things they used to do.
- Look at photographs of the dead person.
- Make up a book about the person.
- Draw a picture of the person doing something they liked to do.
- Write a poem about the person.

It is important to remember the person who died. After a time most people find they can think about the person who died without being unhappy.

Source: "Understanding Death and Dying: Your Feelings" Fiona Cathcart.



9. Responding to the news media

With the advent of modern news delivery, today's media operate very quickly. They are quite likely to contact you before the Critical Incident Plan is implemented. The following is a summary of key points to help school staff handle enquiries that may arise soon after an incident has occurred.

Whatever the incident, and particularly if it involves injury or death on a school trip, the likelihood is that information will be sketchy at best and possibly inaccurate.

All members of the Critical Incident Team must be familiar with this checklist.

- **Liaise with the Council's Communications Team at the earliest opportunity**
 - The Communications Team may be able to issue an initial statement
- **Be clear about which staff/governors are designated to talk to the press and who are not**
 - Be prepared to accept that a designated person may not be the most appropriate person to handle the situation in some circumstances
- **Buy time to enable you to obtain the facts**
 - News agencies will demand immediate information
 - Confirm their deadlines and if possible postpone the interview until later
 - If you offer to call back make sure you do
- **Establish who you are talking to and their organisation**
 - Keep short notes of the name of the journalist, programme or newspaper, the time, and your response
- **Have a colleague with you to take notes of what is said**
- **Give a prepared statement;**
 - A prepared statement can provide necessary facts
 - Use the statement to express sympathy/concern and possibly a message for the community
- **Anticipate possible questions and prepare responses**
 - *Can you name the fatalities?*
 - *Can you name the teacher involved?*
 - *Have you done a name check of survivors?*
 - *Have you informed the parents?*

- **Prepare key messages and stick to them**
 - Refer to people first. e.g.: *“all pupils have been evacuated to a safe area.”*
 - Refer to damage to the school/property second. e.g.: *“the coach was travelling south before leaving the road and ending up in the farmer’s field.”*
- **Ask the interviewer what will be the first question to help prepare your response**
- **Stay calm and look the interviewer in the eye**
- **Stick to the key points – don’t waffle**
- **Stick to the facts and don’t speculate about the cause of the incident**

“One witness said the coach driver had been drinking.” might elicit the following reply:

“Our concern at this stage is for the safety of the pupils and other people involved. We know that the coach suffered damage and that other vehicles were involved. I don’t have any information on what may have caused the accident and I would not wish to speculate.”

- **Do not apportion blame or admit liability to anyone, even in conversation**
- **Don’t speak off the record**
- **Praise the actions of police, fire service and others who have assisted**
- **Do not feel you must respond directly to leading questions**
- **Be sensitive about personal information**
- **Immediately correct any misleading comments**

11. School Site Plan

A copy of premises and sites plans of the school should be included here.

Details should also be included of other important information e.g.:

Supply Isolation Points	Gas	
	Electricity	
	Water	
	Oil	
Other	Chemical storage	

12. Telephone Interpreting Service

Torbay Council has a contract with the National Interpreting Service to provide a confidential telephone translation service for over 140 languages.

To access the service, schools must have a Client Identification Number. Children's Services have a Client ID Number, however if individual schools wish to have their own Client ID they need to apply by completing the form overleaf.

National Interpreting Service contact details:

Phone: 0800 169 5996

Email: enquiries@nisuk.co.uk

Mail: National Interpreting Service
61 The London Fruit & Wool Exchange
Brushfield Street
London, E1 6EP

NATIONAL INTERPRETING SERVICE

CLIENT ID REQUEST FORM

Photocopy this form and complete in block capitals

SCHOOL DETAILS	
Name of School	
Address	
Contact person for invoices	
Telephone number	

TRAINING REQUIREMENTS	
Name	
Telephone number	

AUTHORISATION	
Name	
Position	
Signature	

Return to:

**CORPORATE POLICY TEAM
TORBAY COUNCIL
TOWN HALL
TORQUAY
TQ1 3DR**

