



Cabot
Learning
Federation

Critical Incident Plan

Academy: Snowdon Village

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Record of Issue

Date	Page	Change	Origin of Change
Date	Pages / Whole document	Description of Change	Origin of change (e.g. routine update, request for review)
October 2015	Whole document	Amendment of PCS template for Critical Incident plans	Implementation
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Distribution

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1 Critical Incident Policy Statement

The Academy Principal is responsible for the Critical Incident Plan and for implementing the Academy's response to any Critical Incident. The Principal is responsible for ensuring this plan and all its appendices are updated regularly to reflect current site information and correct telephone contact details.

The Academy recognises the importance of establishing clear guidelines and strategies to react to any Critical Incident. It is equally important that the plan has enough flexibility to allow the Academy to respond to any type of incident that may affect or interrupt the normal operation of the Academy. The Critical Incident Plan includes details of the Academy's Lockdown Procedure.

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

Representatives from the Academy Council and all staff must have a copy of the plan and fully understand their roles and responsibilities under this Critical Incident Plan. Experience has highlighted that the failure to draw clear lines of responsibility has caused unnecessary duplication of effort and delays. Everyone must know exactly what they are required to do in the event of a Critical Incident.

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

1.1 Aim

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

1.2 Objectives

- Establish an effective framework of Critical Incident response;
- Ensure that the Critical Incident Support Team members are provided with up-to-date contact details for key academy staff;
- Ensure that the Critical Incident is communicated quickly and clearly to supporting agencies and partners, enabling supporting arrangements to be rapidly activated;
- Maintain high standards of welfare and duty of care arrangements for pupils, staff and carers;
- Ensure that actions and decision making during the Critical Incident is properly recorded;
- To minimise educational and administrative disruption within the Academy;
- To give guidance on the range of sources of information and support available;

2 Terminology

2.1 Definition

The definition of a Critical Incident is:

“An incident or situation involving trauma, fatality or serious injury to an individual or serious damage to property; or the imminent threat of such a situation. By its very nature such an incident is sudden, unpredictable and is often outside the range of normal human experiences. Such events are likely to have significant emotional and organisational consequences.”

2.2 This plan provides a generic guide to actions that will enable the Academy to prepare, respond, recover and return to business as usual, as quickly and as effectively as possible should a Critical Incident occur. Examples include, but are not limited to:

2.3 In The Academy

- A deliberate act of violence, such as the use of a knife or firearm;
- Bomb threats;
- An academy fire or laboratory explosion;
- A kidnap or disappearance of a pupil;
- The death of a pupil or member of staff;
- The destruction or serious vandalism of part of the academy;
- Severe weather events such as flood, high winds, extreme storms etc;
- Danger from animals.

2.4 Outside The Academy

- The death of a pupil(s) or member of staff;
- A transport-related accident involving pupils and / or members of staff;
- A more widespread disaster in the community, such as an epidemic or pandemic;
- Accidental chemical or toxic substance release;
- Severe weather events such as flood, high winds, extreme storms etc;
- Death or injuries on academy journeys, trips and learning outside the classroom;
- Civil disturbances and terrorism ;
- Specific local hazards such as proximity of the academy to an industrial site, large river or major road.

2.5 Community Rest Centre

Occasionally there may be emergencies that require members of the community to leave their homes and be temporarily accommodated in a place of safety. Such emergencies are typically floods, chemical releases or risk of explosion. In these eventualities, it is the responsibility of the Local Authority to find somewhere for them to go where they can eat, sleep and rest normally up to 48hrs before going home or being accommodated elsewhere. These temporary centres (referred to as Rest Centres) are often set up in secondary academies, as they have the basic facilities required.

Should the Academy be needed as a rest centre, a Senior Officer of the Emergency Management Unit of the Local Authority may be in contact with the Academy (in academy hours) or Academy representative to ask to gain access to the Academy.

2.6 Time of Incident

The plan covers procedures for a Critical Incident occurring in academy time and out of hours including weekends and academy holidays. The Critical Incident Plan will also dovetail into the Business Continuity Plan for the Academy.

2.7 Critical Incident Response Team (CIRT)

The Critical Incident Response Team will vary according to individual academy circumstances. The task of this team is to develop and maintain the Critical Incident Plan to ensure that an appropriate response can be implemented to deal with the various stages of a Critical Incident.

The team should include the Principal and members of the Senior Leadership Team, including those responsible for pastoral care, special educational needs and safeguarding within the academy. Professional Services staff should be represented on the team. It is also recommended that a member of the Academy Council should be part of the team; this could be done remotely if necessary. The roles of members of the CIRT are set out in Appendix 4.

A Critical Incident Response Leader has been identified within the Critical Incident Response Team. This person or their deputy should coordinate the academy's response to any Critical Incident. The Critical Incident Response Leader must notify the CEO in the event of a Critical Incident.

The CIRT operates at the site of the incident. Where necessary the CEO, on notification of an incident, will create a Central Support Hub operating from Federation House or a specified academy. The Central Support Hub may include the Executive Team, Federation Communications Manager and other key staff as needed. The Central Support Hub will provide remote support to the CIRT. Where a Critical Incident renders an Academy site out of bounds, the CIRT will locate themselves within the Central Support Hub at Federation House or a specified academy.

2.8 Business Continuity Plan

A Business Continuity Plan refers to the essential functions or activities required to keep an academy running during a period of displacement or interruption of normal operation. This might include staff, data systems, communication systems, key equipment, etc. The Academy needs to consider what is required to continue its key functions and what vital records or data may need to be duplicated or backed up. This is different to a Critical Incident Plan.

2.9 Stages of a Critical Incident Plan

There are three stages to the plan:

2.9.1 Before an incident: Prepare

Provide information, instructions and training to ensure the Academy can perform its functions to reduce, control or mitigate the effects of a Critical Incident. It must also balance the needs of the whole academy community.

2.9.2 During an Incident: Respond

The actions taken to deal with the immediate effects of a Critical Incident.

2.9.3 After an incident: Recovery

The principles of recovering from a Critical Incident are:

- Recovery is an enabling and supportive process, which allows individuals, families, the Academy and communities to attain a proper level of functioning through the provision of information, specialist services and resources;
- Effective recovery requires the establishment of planning and management arrangements, which are accepted and understood by the Academy, outside agencies and the community. These are most effective when they recognise the complex, dynamic and protracted nature of recovery processes and the changing needs of affected individuals, families, staff and groups within the community over time;
- Recovery is best achieved where the recovery process begins from the moment the Critical Incident begins. It is recommended that if resources allow and if required, a Recovery Group is set up on the first day of the Critical Incident.

2.10 Multi-agency Emergency Response at GOLD, SILVER and BRONZE Levels.

The terminology Gold, Silver and Bronze commands was developed and is used by the Emergency Services. Gold command is "Strategic", Silver command is "Tactical" and Bronze command is "Operational" for Critical Incident situations. The CIRT need to be aware of these terms when communicating and dealing with Emergency Services team.

3 Before a Critical Incident

3.1 Critical Incident Plan

The plan is formulated to allow any member of Academy staff to manage any Critical Incident response in the 'Golden Hour' - the period immediately after an incident. Therefore a flow chart for ease of reference, log sheets, announcements, press release examples have been attached as appendices to this plan, to allow any member of staff to undertake specified roles in the management of an incident.

Key members of the Academy Council, Principal, Vice Principal and Academy Business Manager must have a copy of this Critical Incident plan at home to refer to in the event of a Critical Incident, as well as in the Academy. The Academy will put a copy of this Critical Incident plan in key offices within the Academy including the staffroom. A set of 'grab packs' must be made up comprising the appendices and stored with the Critical Incident plan. The 'grab pack' should contain some pens and could include a clip board. The 'grab pack' will allow notes to be taken immediately on initiation of an incident using the log sheets and will ensure staff have relevant information cards, templates and telephone contact numbers to hand.

The Critical Incident plan and a 'grab pack' must also be kept on the Academy Reception as this is where many Critical Incidents, including bomb threats, might first be brought to the Academy's attention. A bomb threat telephone log is included at Appendix 5. This must be displayed in Reception where staff have instant access to it.

A copy of your Academy Critical Incident Plan must be shared with your Local Authority.

3.2 Other Key Documents At the Academy

All relevant contact numbers and addresses of staff, students and key contacts are held centrally at the Academy. Details of key persons and named Critical Incident Response Team members are also held as part of this plan. Under Data Protection regulations, permission should be sought from CIRT members for their personal details to be held for this purpose.

A Business Continuity Plan is held in the Academy and can be accessed via the CLF.

Academy off-site trips and visits have risk assessments, schedules and arrangements before any planned trip or excursion. The academy trip must consider a 'plan B' for the trip. Category C trips will be authorised via Kay Sarpong (Vice Principal). The Educational Visits Coordinator (EVC) is the Centre Lead and Kay Sarpong.

3.3 Media

Communicating with the press is extremely important. The principal will contact the Executive Principal as soon as a Critical Incident occurs. The Executive Principal, in consultation with the CEO, will directly cover the response to the media. The Federation Communications Manager should be contacted and asked to monitor media coverage, including social media.

All staff will be told not to communicate with the media, should they be approached. A nominated member of staff should be assigned the task of coordinating communications, preparing press releases, organising the media, liaising with Police to ensure effective media management is in place. However, all media releases must be approved by the Executive Principal or CEO.

The information provided to parents, the media and other external parties must be factual, consistent and succinct. The Academy should avoid becoming the principal source of information to the media. Releasing details about any death is not the responsibility of the Academy. The Academy should focus on the positive steps to help students, parents and the Academy through the crisis.

3.4 Instructions to Staff

3.4.1 With the exception of the CEO, EP and the Federation Communications Manager staff should not:

- Give any media interviews;
- Make any comments or draw attention to any relevant, written or printed material;
- Hand any material to the media;
- Post anything on social media sites.

3.4.2 Guidance for Media Interviews for the CEO, EP and the Federation Communications Manager:

- Provide a written press statement detailing the key points. See Appendix 15 for an example;
- Provide to Academy staff some key incident information / copy of the press statement;

- Try to monitor and record any press interviews;
- If possible, agree an interview format i.e. establish what the interviewer wants to ask;
- Be prepared to think on your feet, but try to decide beforehand what you want to say and do not read it out from a script;
- Have key points that you want to communicate and stick to those key points; do not make comment on areas that you do not wish to discuss, or that you do not have the correct information about;
- Remember you could be quoted on anything you say to a journalist, even if it is not part of the formal interview;
- Be prepared to say you cannot comment;
- Do not over-elaborate your answers; short statements are best as ‘sound bites’;
- Refuse requests for photographs of Academy work of the students and staff involved;
- Try to keep a grip on your emotions during interviews – especially if it is for television;
- Ensure journalists and camera crews are escorted whilst on Academy premises;
- At the start of the interview state your name and correct title to the interviewer / camera team.

4 Catering

It will be necessary to provide simple refreshments even for the shortest Critical Incident for the Critical Incident Response Team, Emergency Services personnel, staff, and students.

As the duration of the Critical Incident lengthens, it may be necessary to provide more substantial food. The principal should contact the EP who will liaise with neighboring academies to arrange catering; or will contact the Local Authority where necessary.

5 Critical Incident Response Team (CIRT) [Snowdon Village].

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

ACADEMY BASED:	NAMES	TELEPHONE NUMBERS
Principal	Alex Davies	07802378907
Vice Principal(s)	Laura Maley	07944816234
Senior Operations Manager	Lisa Harding	07510383349
Education Visits Coordinator	Jenna Wilmott, Laura Blacker, Chris Nathan, Hope Allen	JW-07510383337 LB-07906220554 CN – 07553 595155 HA-07851384502
Academy Administrator	Laura Arslan	01179551447
Site Manager / Caretaker	Derek Cuffy	07864948636
CLF Chair of the Board	Yvonne Beach	
Chair of Academy Council	Brigid Allen	brigid.allen@clf.uk
Vice-Chair	Hannah Martin	Hannah.martin@ambition.org.uk

[insert any other]		
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Initial Contacts for all Emergencies in and out of Hours:		
CEO	Steve Taylor	Mobile: 07818 592181
COO	Sarah Lovell	Mobile: 07739 628730
Executive Principal Primary	Tracey French	Mobile:
Education Director	Tony Searle	Mobile: 07880 191682
Head of ICT	Andy Ling	Mobile: 07825 785908

Further useful telephone numbers are provided below:		
Local Authority - Out of Hours Duty Officer	Henry Chan	Tel: 07788363691
Local Authority - Director for Children & Families	Mark Kennedy	Tel:
Federation Safeguarding Officer	Steve Bane	Tel: 07581477846
Occupational Health Provider		Tel:
Foreign Office (for overseas trips)		Tel: 020 7008 1500
PCS Enterprises Ltd.	James Lewington	Work: 07934 319130
Health & Safety Team	Bernadette Meachin	07394 559134
		Mobile: 07511 211179

Site Users (any third party that hires or rents academy space)	Academy to insert	N/A
Insurers	Academy to insert	
Catering Contractor	CLF In house	
Transport Provider (Bus Company)	Bristol Community Transport	
Police (local)	Feeder Road	
Local Radio	BCFM	
Security Contractor	Relyon	

6 Local Authorities and Services

6.1 The primary areas of Local Authority responsibility during a major incident are:

- The provision of suitable premises for use as rest centres, together with the management of such centres;
- The provision of scientific advice and environmental monitoring;
- The provision of an information service for the public;
- The establishment of temporary mortuaries;
- The arrangements for the safe disposal of waste;
- The mobilisation and co-ordination of non-ambulance voluntary organisations and co-ordination of action in oil pollution emergencies;
- The arrangements for facilitating the rehabilitation of the community and restoration of the environment, as the emphasis moves from response to recovery.

6.2 In the event of a Critical Incident, the following areas may be supported by the Social Services departments of the Local Authorities:

- Evacuee Assembly Points and Critical Incident Rest Centres;
- Friends and Relatives' Reception Centres and Survivor Reception Centres;
- Psychological Support Services if required for people who have been affected by the Critical Incident.

6.3 The Environment Agency will respond to any incident which has the potential to cause harm to the natural environment, human health or built environment. Their role is to:

- Take relevant remedial action to prevent and mitigate the effects of the incident;
- Provide specialist advice and to give warnings to those likely to be affected;
- Monitor the effects of an incident and to investigate its cause.

6.4 BT Openreach PLC can offer a number of supplementary telecommunications resources in the event of their support being required in a civil emergency or major disaster. The request for the attendance of such facilities should be directed to BT PLC through the National Emergency Link line.

7 Informing Parents about the Critical Incident Plan

Academies must ensure that parents are aware that there is a plan in place. They should know:

- How you will contact them in the event of a Critical Incident;
- Procedures for collecting children (e.g. if there are areas that must be kept clear of vehicles)

to facilitate emergency service access);

- How children will be released (i.e. if in any case they may be sent home early unaccompanied, or if they must always be collected by a parent or other named contact);
- Location of a buddy academy, if applicable;
- The importance of providing you with correct contact information;
- How to authorise a friend, relative or child-minder to collect their children in the event of a Critical Incident.

Parents should be aware that the likelihood of a Critical Incident occurring is still very small and that these measures are extra precautions to ensure that their children are kept safe.

A plan for joint communication should exist to ensure that, in the event of a shared Critical Incident, parents at each academy or centre receive the same information.

8 Rest Centre

In the event that a full or partial evacuation of the academy is needed, the Principal must prepare for this by arranging a rest centre. The facility might only be needed for part of the day, until it can be arranged for students and staff to go home. This could be a local community building or might be the nearest school (whether CLF or not).

A full or partial evacuation will be activated by the Principal (or other person in charge at the time) for Critical Incidents affecting the Academy.

9 Volunteers

Volunteers play a vital role in supporting the delivery of public services in the community and in academies. A wide range of voluntary organisations, both at the local and national level play an important role in preparing for and responding to emergencies by supporting statutory agencies.

Local community volunteers can assist with catering. National organisations such as Cruse Bereavement Care, Samaritans, and ChildLine may be able to provide counselling support.

10 Lockdown Procedure

An academy lockdown will be implemented when responding to an 'in academy' Critical Incident or one on the Academy site. It is important to restrict pupil and staff movement around the site to secure their safety.

It is necessary to have pre-planned arrangements for signaling evacuation and lockdown. A system of signaling to staff and pupils outside of the academy building (during break or lunch time) that they need to immediately return inside is necessary. Essential details of the plan should be familiar to members of the Senior Management Team, Academy administrators, teaching and non-teaching staff, pupils and parents so that everyone knows exactly what will be done in the event of a Critical Incident. Thought should be given to a manual system of alert should the power fail.

The decision whether to shelter indoors or evacuate to a safe place will be based on a number of factors including the nature of the Critical Incident; proximity to the Academy; time available to safely evacuate; and personal emergency plans of pupils with particular needs.

10.1 Lockdown Procedures

The lockdown decision will be made by:-

Any member of staff can initiate a lockdown if they feel life is in threat. Lockdown procedures vary according to each site. See individual site lockdown protocol for details.

A full lockdown practice must be carried out by the Academy at least twice per academic year. A record of these drills must be maintained and a log can be found at Appendix 15. Academies should provide feedback to the compliance team following a lockdown practice.

A guide to operating a lockdown is included at Appendix 11; the Academy must amend this to suit their operating procedures.

Academy staff must explain to students:

- The lockdown and evacuation procedures;
- In a lockdown situation they are to go to the nearest internal safe place with a staff member, even if that room is not their regular classroom;
- The Academy needs to be able to account for them, so a register will be taken;
- Their parents will be informed of the situation by the Academy.

Detail arrangements:

- The first person to spot an intruder should, if no danger to themselves, try to keep the intruder's whereabouts known and should tell the first staff member they see to initiate a lockdown and ensure police are contacted;
- Lock the classroom doors, pull the shades, and turn off the lights;
- Take attendance;
- Monitor student movement;
- Keep the students low and away from doors and windows;
- Students must not send texts or provide information to social media sites;
- Students should be advised to switch mobiles off or set them to silent;
- Maintain a quiet and calm environment until notified to release the class;
- The Academy will contact each class or room for an attendance report as follows:

Contacting the Police:

All staff that become aware of the situation should call the police rather than assume this has been done; following this all mobile phones should be switched to silent.

After a lockdown incident the following steps should be taken:

- Whole academy assembly to debrief everyone;
- Letter home explaining to parents why the lockdown was implemented and the outcomes;
- Have a staff debrief and get feedback on any improvements / changes;
- Lockdown report recorded by the Principal or nominated deputy;
- Report provided to the Chair of Academy Council.

10.2 Lockdown Guidelines for Pupils and Staff during non-class time

If a lockdown is announced during break or other non-class times the following procedures must be carried out:

- See individual plans which detail how will the lockdown signal be communicated to people outside the building;
- Staff must be advised where to go to assist with any lockdown arrangements;
- If students are outside they need to go to the nearest classroom and stay there until advised by a member of staff;
- If students are in the dining area, stay there until advised by a member of staff;
- If staff and students are involved in an outside P.E. activity, go to the nearest safe place and stay there until advised by a member of staff;
- If staff and students are in a toilet area, go to the nearest classroom, stay there until advised by a member of staff;
- Remember to stay calm and quiet but move quickly.

10.3 Communications with Parents/Carers During or After a Lockdown

It is essential that parents/carers are kept informed of any serious incident and that they hear about any such incident in the Academy from the Federation before news reaches social media. Any communication given to parents/carers should be brief and informative. It must give clear guidance to parents/carers about when they are to collect their children and what to expect when they arrive. It should detail how and when parents will receive news updates (for example via the website) so as to avoid a flood of telephone calls. All communications must be approved by an Executive Principal.

11 During A Critical Incident

11.1 Action cards are available at Appendix 4 and should be included in a 'grab pack' for easy reference.

11.2 Action by Principal - Stage 1 Initial Actions

- Open and continue to maintain a personal log of all factual information received, actions taken and the times of those events;
- Make every attempt to clarify exactly what has happened;
- The CEO should be notified immediately of all Critical Incidents;
- Contact members of the Critical Incident Response Team as appropriate;

- Depending on the nature of the Critical Incident, consider what other agencies or other parties need to be contacted;
- Depending on the nature of the Critical Incident, schedule a time frame for update meetings for key staff, all staff, pupils, others;
- Provide the CIRT with a briefings / feedback / current status. Consider individual members of the CIRT providing their own update of the situation.

11.3 During Term Time:

- Avoid closing the Academy, if at all possible;
- Endeavour to maintain normal routines and timetables.

11.4 Outside Term Time:

- Instruct the Caretaker to open the Academy, or part of the Academy, where appropriate;
- Set up academy administrative support;
- Inform other Critical Incident Response Team members;
- Contact the Chair of Academy Council and Senior Leadership Team and agree a statement to parents, media, etc. Consider publishing a short statement on the Academy website. Any media contact must be approved by the Executive Principal.

11.5 Action by Principal – Stage 2

- Brief all staff;
- Nominate a log keeper who should start recording key actions and decisions immediately;
- Set up arrangements to manage visitors e.g. record their names, arrange for badges of identification;
- Set up a telephone link-line ensuring care is taken when answering telephone calls. Make sure that only accurate information flows in and out of the Academy and that staff have up-to-date statements available. Ensure that all calls are answered courteously, effectively and efficiently. Nominate a member of staff to be responsible for this;
- Record / log calls (see Appendix 5 and 6) and remind staff that some calls may be bogus;
- Ensure that a designated telephone line is made available for outgoing calls;
- Ensure media calls are re-directed to an appropriate nominated person who will liaise with the EP;
- Ensure that all staff and pupils are reminded not to speak to the media.

11.6 Staff Communications

Ensure that staff:

- Continue to have briefings during the day;
- Be aware how colleagues are coping and where appropriate, set up counselling or educational psychologist support;
- Arrange at an early stage for all pupils to be told in simple terms what is happening - this may be in small groups in class or in year groups;

- Brief the team to ensure that staff and pupils do not speak to the media;
- Advise pupils not to text, snapchat or communicate via social media about the incident;
- Arrange for each team member to have a copy of the next-of-kin list, if appropriate.

11.7 Communication with Parents

If pupils are involved, it is vital that parents are informed early on. Decide whether parents should be informed in writing or spoken to personally. Regular contact with parents should be maintained. If the incident is away from the Academy, ask the Police whether parents should travel to the scene or whether children should be taken home

11.8 Local Authority

Consider the requirements to liaise with the Local Authority on specific requirements for the duration of the incident. Consider the requirements to extend staff cover, welfare of staff, and additional resources, if the situation continues over a long period.

11.9 Action by Principal – Stage 3: The Period Following the Close of the Incident

When appropriate, seek advice to arrange special assemblies or memorial services. Consider introducing a book of condolence, establishing a condolence website or consultation on a memorial design.

- Principal to prepare a report with Councillors and the Executive Team and provide copies to relevant third parties;
- Nominate a member of staff to make contact with any pupils or staff who are still at home or in hospital.

11.10 Action by Principal – Stage 4: Longer Term Issues:

In some cases the effects of an incident continue for many years. Thought will need to be given to:

- Working with staff to continue to monitor pupils informally, particularly those who are vulnerable;
- Clarifying procedures for referring pupils for individual help;
- Recognising that some staff may also need help in the longer term;
- Recognising and marking anniversaries;
- Remembering to make any new staff aware of those pupils who were affected and how they were affected;
- Remembering that legal processes, injuries and even news stories may bring back distressing memories and cause temporary upset within the Academy;
- Remembering that if the incident does attract media attention, it is likely that interest will continue for many weeks;
- Being aware that some pupils' ability to concentrate is significantly affected after a Critical Incident. If public examinations are imminent for involved pupils it is important to make the examining boards aware of the situation.

11.11 Action by Administrative Personnel – Stage 1 Laura Maley

Initial Actions:

- Obtain full facts of the incident;
- Open and continue to maintain a personal log of information received, actions taken and the times of those events. See Appendix 5 and 6;
- If coming from home, remember to bring useful items such as any academy keys.

11.12 Action by Administrative Personnel – Stage 2 SLT

- Work under guidance from the Principal or nominee;
- Remember that the Academy office is likely to be the first point of contact for visitors - exercise caution in making comments about any events;
- Concerning incoming telephone calls:
 - take special care when answering telephone calls especially early on;
 - maintain a record of calls received – time, by whom, content, information given, return contact telephone number, etc.;
 - only give out information from the prepared statements, that will be made available;
 - remember that some calls may be bogus.
- Ensure that all information of any incoming telephone calls or visitors are communicated to the Principal or Critical Incident Response Team members;
- There should be opportunities to feedback to regular CIRT meetings throughout the Critical Incident, however some information may need to be given immediately; ensure this is captured in a log and the information is passed on to key CIRT members.

12 After a Critical Incident

12.1 Following a Critical Incident impacting an Academy, it is necessary to assess the needs, including behavioural health needs, of specific groups. The response to a Critical Incident should take into account these various needs, so that academy administrators have a structured, operational framework at the time of crisis from which to operate. By considering these needs in advance, chaos and spontaneous, emotion-laden decisions can be avoided or minimised.

12.2 Common Needs of Everyone Affected:

- Information about the event;
- Permission and a place to grieve, as necessary emotional support.

12.3 Academy Administrator Needs

- Information about the injured or deceased;

- System for contacting necessary crisis resources;
- Strategy for responding to staff, student, parent, community and media requests.

12.4 Academy Departmental Needs

- Preparation for the student's reactions and information for the student's questions;
- Guidance in structuring the Academy activities;
- Involvement in the identification of high-risk students;
- Information about resources and support within the Academy and community to assist staff and students.

12.5 Student Needs

- Succinct, factual information about the event;
- Outreach, especially to those students most affected by the incident;
- Permission and a place to grieve, as necessary emotional support;
- Information about support within the Academy and community.

12.6 Parent Needs

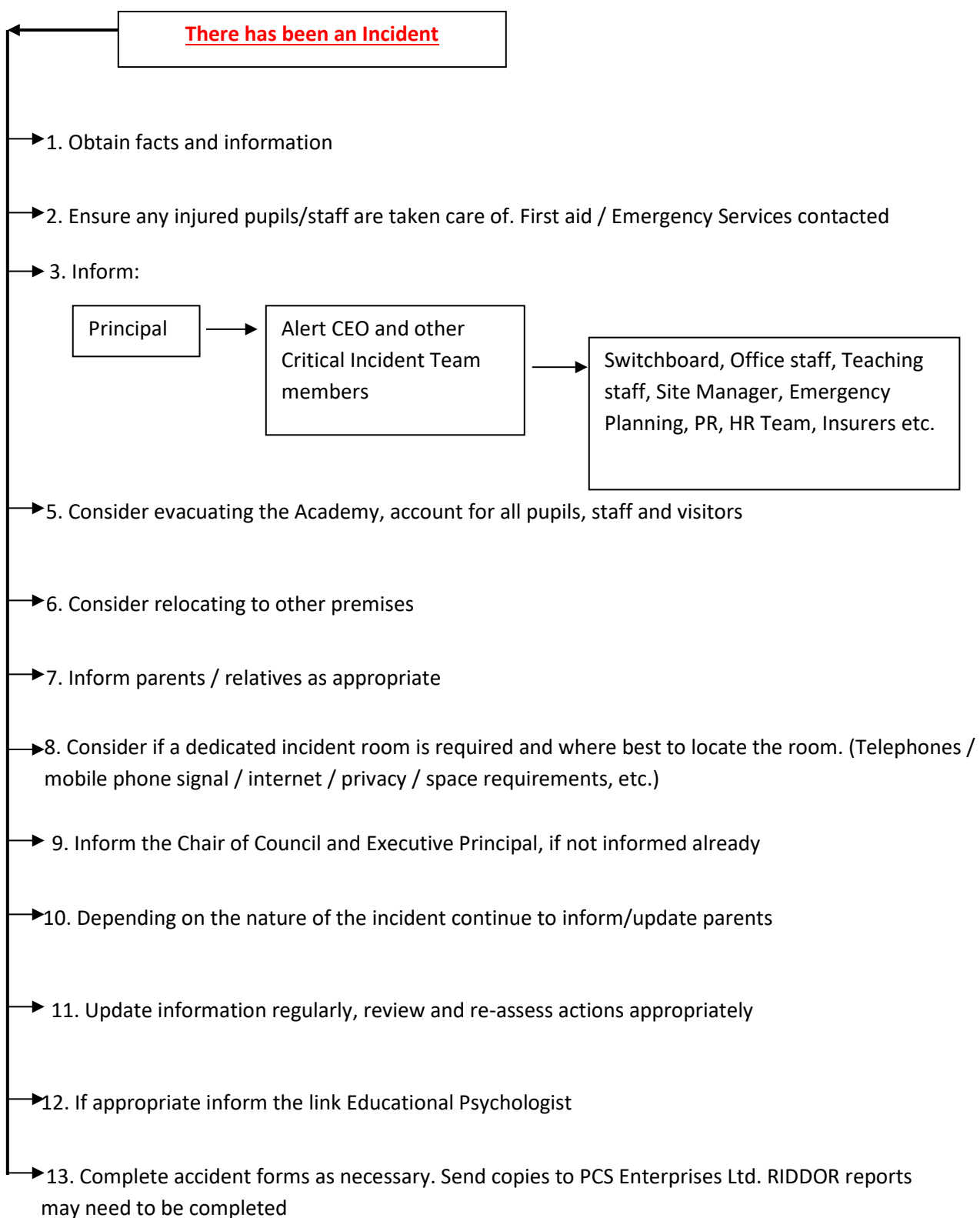
- Knowledge that their children are safe;
- Information about the Academy's response;
- Information on preparing for their children's reactions and questions;
- Opportunity to be of service to the Academy, in appropriate ways

13 Reflection

After every Critical Incident and every Critical Incident simulation, a staff debrief should occur and a reflection log (as at Appendix 17) completed to ensure lessons are learned.

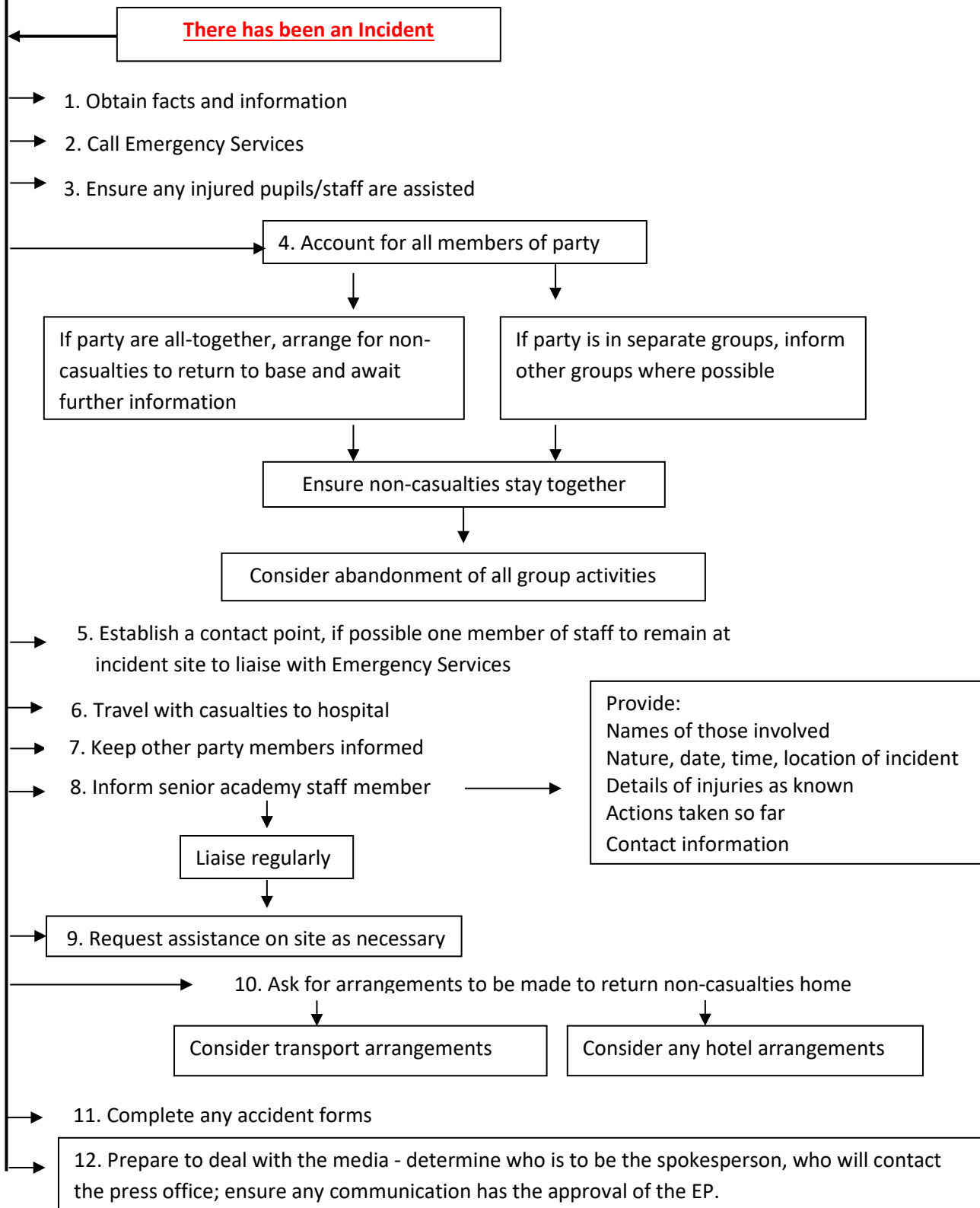
Appendix 1: Flowchart Guidance for SLT following a Critical Incident on Academy Grounds

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



Appendix 2: Flowchart Guidance for Group Leaders on Out of Academy Activities

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



Appendix 3: Example of Critical Incident Response Teams

Role	Name	Responsibilities
Incident Manager	Principal / Vice Principal	Contact the CEO. Consider the need to alert other colleagues and external agencies. Collate all relevant information relating to the Critical Incident. Co-ordinate the Critical Incident response strategy, liaising with relevant agencies, e.g. the Emergency Services, Academy Council, volunteer groups, as appropriate. Monitor the emergency response. Provide regular staff / team briefings. Authorise any additional expenditure.
Deputy Incident Manager	Academy Business Manager / Vice Principal	Assists Incident Manager. Co-ordinates and manages staff in the Incident Response Team. Monitors staff welfare and organises staff roster.
Parent Liaison Officer(s)	Vice Principal	Advises parents and provides information. Provides point of contact. Arranges on site co-ordination of visiting parents. Maintains regular contact with parents where appropriate.
Administrators	Reception Staff /Principal's PA	Man telephone lines. Help to collate information. Relay incoming and outgoing messages by telephone, fax, email, etc. in a prompt manner. Provide admin support to the Incident Manager and Deputy Incident Manager. Maintain a master log of key events and decisions, including expenses incurred.
Communications Officer/Media Manager		Acts as point of contact for media enquiries. Works with the CEO, EPs, Councillors, Principal and Police to prepare media statements / interviews. Assists and writes internal and external communications. Ensures all external communications are approved by CEO or EP.
Teachers		Maintain supervision. Ensure the safety and security of students. Provide information and offer reassurance. Monitor students' physical and psychological welfare.
Site Leader	Caretaker	Ensure site security at all times. Provide information about site facilities/layout as necessary. Assist with access/egress to the Academy.

Appendix 4: Information Cards

Critical Incidents in Academies – Roles and Responsibilities

Stage 1 – Establishing the Response

Action list for Principal or nominee co-ordinating Incident Response Team (CIRT)	Tick
Inform EP, CEO and Chair of Academy Council as appropriate.	
Ensure that accurate, factual information is available for those arriving at the scene.	
Liaise with the police, fire and ambulance services, the local authority, and other organisations that may become involved. Act as the main contact to coordinate the response and provide your contact details.	
Inform all staff and parents of injured or affected pupils. Decide how to inform other parents.	
Ensure all staff maintain a log of actions and decisions.	
Allocate tasks amongst the Critical Incident Response Teams as appropriate.	
Arrange administrative / secretarial support for your team, if required. Consider cover support requirements, depending on the nature of the incident and how long the recovery of the incident will take.	
Inform the PCS Enterprises health and safety staff (01934 529355) who will advise and provide support.	

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

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

Action list for CIRT – Media Management	Tick
If possible, avoid responding to media enquiries and direct them to a nominated member of staff dealing with the media and always ensure the CEO or EP approves all media communications.	
Ensure that media personnel do not have access to the site. In a Critical Incident, the police may deal with the press and prevent intrusion onto the site. Be aware of the potential problems caused by the spread of misinformation through pupil / staff use of mobile phones.	

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

Stage 2 – Ongoing Response

Action list for Principal or nominee coordinating CIRT	Tick
Provide regular briefings for staff, and continue to liaise with the Emergency Services and other CIRTs. Arrange times for debrief sessions (as early as possible). These times may change however there should be an outline programme for debrief sessions.	
Try to maintain normal routines as far as possible.	
Tell the staff involved to prepare a written log (using the agreed format) of their involvement, noting events and times. Inform the PCS Enterprises health and safety staff who will advise and provide support on reporting procedures. In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours. Staff may wish to submit draft accident reports to PCS Enterprises Ltd for them to complete the RIDDOR notification.	
Allocate tasks amongst the CIRT as appropriate.	

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

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

Emergencies outside the classroom – Action list for Principal or nominee

Communication	Tick
Ensure that accurate, factual information has been gathered.	
Inform and/or brief the EP, CEO, Chair of Council and CIRT of actions that have been completed and immediate requirements.	
Consult with the EP, CEO, Councillors and Police regarding informing parents of injured and non-injured pupils. Ensure parents of any injured pupils are immediately informed of what has happened and where their son / daughter is. Record what their plans are, e.g. to travel to their son / daughter, any assistance they need and any means of communications with them. In event of a major incident, the Police may give advice regarding naming badly injured people or fatalities. You may also need to inform next-of-kin of any staff who have been involved.	
Inform academy staff as appropriate, depending on the time and scale of the incident. As required, seek additional assistance from academy Critical Incident Response Team (CIRT).	
Consult/arrange a meeting with the Educational Visits Coordinator (EVC) as they may have details of the outside the classroom trip that could be useful.	
Consider emergency communication needs. Dedicate lines for incoming and outgoing calls and arrange extra support if required.	
Line to be used for incoming calls only, if possible:	
Line to be used for outgoing calls only:	
Inform parents of any other pupils on the visit but not directly involved in the incident. Wherever possible, parents should first hear of the incident from the academy (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents / next-of-kin are informed.	
During office hours, call your emergency contact number: 07802378907 Outside office hours, call the emergency helpline:	
Support from other organisations may be required. Examples of support include: <ul style="list-style-type: none"> • Assistance at the academy or site of the incident • Help with arranging transport between the incident, parents and the academy • Help with media management, including press statements and interview briefing. 	
If the visit is abroad, and the incident results in substantial medical or other expenses, the academy's insurers should be informed as soon as possible.	
Inform pupils and staff at academy and their parents. Remember that information given must be limited until the facts are clear and all involved parents / next of kin are informed. In the event of a tragic incident, consider seeking support from the educational psychology service about the best way to inform pupils and to support them afterwards. Staff and pupils should be asked to avoid talking to the media.	

Media Management	Tick
Introduce, if necessary, controls on academy entrances and telephones.	
The academy is advised to avoid responding to media enquiries; these should be directed to the Principal or Federation Communications Manager and must always be approved by the EP.	
Liaise with the legal department / PR / Federation Communications Manager as early as possible, and work with them to prepare a press statement, to be agreed by the EP before release.	

Resources	Tick
Arrange a quiet space to receive parents of the children involved as they arrive at the academy and ensure staff are there to meet and greet them. Consider the need for pastoral care and refreshments.	

Reporting of Accidents	Tick
Tell the staff involved to prepare a written log noting events and times. Inform Local Authority health and safety staff who will advise on reporting procedures and inform Trade Unions if necessary. In the event of serious injuries or a fatality, PCS Enterprises (01934 529355) should be informed within 24 hours. Staff may wish to submit draft accident reports to PCS Enterprises Ltd. for them to complete the RIDDOR notification.	

Activity / visit leader's action list

Immediate action during a Critical Incident	Tick
Assess the situation and take immediate action to ensure the safety of pupils and staff.	
Establish if anyone is injured and how. Provide First aid as required/ call the Emergency Services if necessary.	
Ensure that all staff and pupils are accounted for and relocated to a safe place.	
Delegate other staff to assist with the management of the incident. You cannot do it all yourself. Be aware that you and others may be suffering from shock.	

Next steps	Tick
Contact named Academy emergency contact and inform them of all the known facts.	
Give clear details of what has happened and who is involved.	
Detail your location, confirm contact number and the planned action or next steps.	
Inform the emergency contact of any additional assistance that is required, by when and where.	
Discuss with the Academy emergency contact who should inform specific parents and next-of-kin of pupils and staff.	
Liaise with Emergency Services. Provide Police with key contact details of the CIRT. Establish where any casualties will be sent to hospital and ensure they are accompanied by a staff member. Record names of people sent to hospital. Ensure that member of staff has contact details for Academy Emergency Person, EVC and your telephone number.	
Avoid speaking to the media – if necessary direct them to the EP or pre-determined contact: 07802378907	
Staff and pupils should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones, texting, snapchat, and social media).	
If possible, make notes of what has happened and your actions. Take photographs if appropriate and record a log.	
Keep regular contact with the Principal.	
Reassess that all staff and pupils are accounted for and located at a safe place. Explain clearly and calmly what has happened and what the planned next steps will involve. Be willing to answer questions. It is not important that staff answer all questions, but they must listen to pupil's fears and worries and take their queries seriously.	
Liaise with Police, about the provision of immediate transport requirements, additional assistance, welfare arrangements and counselling (as appropriate)	
Be aware that personal belongings of any injured persons should be collected and secured in a suitable place.	
Once again, be aware that you and others may be suffering from shock. Do not be afraid to ask for help. Keep staff and pupils warm.	

Appendix 5: Bomb Threat Telephone Log

This checklist is designed to help you deal with a telephoned bomb threat effectively and to record the necessary information. Display it so that staff can see it instantly. At the end of the call Dial 999 and report the threat to the police.

Date:	Time:	Tel No of caller:
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Record the exact wording of the threat and / or ask the following questions:

Where is the bomb right now? (<i>specify exact location if given eg. top floor toilet in the academy</i>)	
When is it going to explode?	
What does it look like?	
What will cause it to explode?	
Did you place the bomb?	
Why?	
What is your name?	
What is your address?	
What is your telephone number?	

Information about the caller: Please include any extra information such as: Gender of the caller / Age / Nationality:
Also think about: Language: accents / disguised Caller's voice: recorded or live / well-spoken / calm or angry / irrational / laughter / offensive Background Noise: Street noises / Office noises / PA systems Anything else you noticed?

Appendix 6: Contact Log Sheets – Academy Incidents

Any Critical Incident affecting the Academy may afterwards become the subject of a detailed inquiry. It is important that accurate written records are maintained.

Each member of staff involved in dealing with the Critical Incident should keep a log. During a Critical Incident things can happen very quickly and it is unlikely that staff will remember everything that has happened, unless they write it down as soon as possible.

Examples of log sheets can be found below. **Please remember:-**

- Agree a format and stick to the format of the log;
- Note all relevant facts in chronological order;
- Record important statements, questions, comments, answers, reasons for decisions etc;
- Sign, date and time each series of entries ;
- Check log for mistakes immediately afterwards;
- Cross out mistakes with a single line (so that underneath is still visible) and initial them;
- Do not tear out the pages;
- Do not leave blank spaces – or if you do, rule them out with a line;
- Do not over write – if you make a mistake cross it out, initial it and start again;
- Do not use correction fluid.

Appendix 7: Contact Log Sheets – Emergencies Outside the Academy

Emergencies Outside the Classroom – Activation

For emergencies on learning activities outside the classroom, the Principal (or the pre-agreed nominee) should be immediately informed of any incident by the group leader.

Initial action by Principal or nominee:

1. Maintain a written record of your actions using this pro forma and a log book.
2. Offer reassurance and support. Be aware that all involved in the incident (those at the Academy and you) may be suffering from shock or panic.
3. Find out what has happened. Obtain as clear a picture as you can. Who informed you of the incident?

Initial Contact	
Name:	
Telephone number:	
Additional telephone numbers:	
Where are they now and where are they going?	
Notes:	

4. Discuss with the group leader what action needs to be taken and by whom. What additional staffing assistance do they need?

5. Record the details of the off-site activity / visit during which the incident occurred:

Details of Off-site Activity / Visit	
Location and nature of visit:	
Name of person in charge of visit:	
Telephone number(s):	
Number of staff on the visit:	
Number of pupils on the visit:	
Number of other people present:	

6. Record the details of the incident:

Details of Incident	
Date and time of incident:	
Location of incident:	
What has happened?	

People affected (including names, injuries, where they are / will be taken to):	
First aid provided by whom, what and when.	
Emergency Services involved and advice they have given:	
Names and locations of hospitals involved:	
Arrangements for pupils not directly involved in the incident:	
Name of person in charge of your group at the incident (include telephone numbers):	

7. Depending on the scale of the incident, consider assembling an Academy Critical Incident Response Team (CIRT) to assist with the response.

8. Having activated this Critical Incident plan, go on to the next stage – implementation of the Critical Incident plan.

Appendix 8: Key Strategic Services Responsibilities

The Ambulance Service are responsible for:

- Saving life, in conjunction with the other Emergency Services;
- Instigating a command and control structure for NHS assets deployed to an incident;
- Protecting the health, safety and welfare of all health service personnel on site;
- Co-ordinating the NHS communications on site and to alert the 'receiving' hospital;
- Carrying out a health service assessment for the incident;
- Instigating a triage process, treating casualties and transporting them to hospital;
- Providing clinical decontamination of casualties, if required, and to support mass decontamination;
- Mobilising the UK national reserve stock, as appropriate;
- Alerting and co-ordinating the work of the relevant Voluntary Aid Societies;
- Alerting and making provision for the transport of the Medical Emergency Response Incident Teams (MERIT), Burns Assessment Teams (BAT) and Mobile Surgical Teams if required;
- Deploying a Hazardous Area Response Team (HART) or Ambulance Intervention Team (AIT) if required.

The Police are responsible for:

- Saving life, preventing crime and protecting property;
- Coordinating the multi-agency response at GOLD, SILVER and BRONZE levels;
- Preserving the scene for evidence;
- Investigating the incident;
- Managing the outer cordon including the control of the non-involved public;
- Providing the Coroner's Officer where there is a death;
- Identification and removal of the dead on behalf of the Coroner;
- Collecting and providing casualty information;
- Restoration of normality in the community in concert with the other agencies.

The Fire and Rescue Service is responsible for:

- Preventing the further escalation of an incident by tackling specific hazards;
- Saving life through search and rescue;
- Managing the inner cordon (not terrorism or firearms incidents) until all living casualties have been rescued and immediate hazards removed/reduced;
- Protecting the immediate environment around an incident;
- Mass decontamination at the scene;
- Assisting the NHS with mass decontamination of the general public where there has been wide spread exposure to a contaminant;
- Provision of humanitarian services.

Appendix 9: Site Plan

Snowdon Village is a multi-site AP. Please see individual site plans

Appendix 10: Services and Utility Contact Details

Services / Utility	Location	Shut Off Arrangements	Contact Details
Gas			
Water			
Electricity			
Security Alarm			
Fire Alarm			
Telephones			
Computer Server			
Catering			
Asbestos Register			
Radioactive Materials			
LPG / Gas Cylinders			

Appendix 11: Lockdown Guide

What is a lockdown?

A lockdown is implemented when there is serious security risk (e.g., violent or armed intruder) to building occupants. The initiating threat can be either internal or external to the building.

How will I know a lockdown is occurring?

You will be notified of a lockdown procedure through one or more of the following:

- Pop Up Notice on your networked computer
- Text message or email to registered mobile phones
- Public Announcement (PA) broadcast
- In person notification by police or staff member

Lockdown Steps

For a building lockdown (inc. multi occupancy):

1. Secure entry and exit points;
2. Communicate the threat to tenants and staff;
3. Move immediately to the nearest room you feel is safe with as many people as possible;
4. Lock and barricade the door and consider covering windows;
5. Turn off the lights or maintain minimal lighting;
6. Move away from windows and doors;
7. Lie flat on the floor or take cover out of sight;
8. Turn mobile phones off or to silent;
9. Keep calm and quiet; and
10. Stay in the room until police arrive.

Remember it may be several hours before you can be safely evacuated.

What if someone is injured?

Follow these steps when safe to do so:

Call 999 from a hard wired line if possible. If you are a radio user, make this clear over the radio.

If using a mobile please switch it to silent mode.

NB: Do not expose yourself to additional danger in the process of helping others

Who to call?

Call 999 or use the radios or internal phone system to call reception.

What to report?

When contacting authorities, report the following:

1. Your specific location, building name and office/room number;
2. The number of people at your specific location;
3. If there are injuries, the number and types of injuries;
4. Do you have CCTV and can this be accessed by the emergency services; and
5. If you have seen an assailant or identified a threat:
 - location and number of suspects;
 - direction of travel;
 - their clothing and description;
 - their identity if known;
 - any weapons or accessories (e.g., backpack); and
 - any unusual or threatening sounds (e.g. gunfire or explosion)

What if fire alarm sounds?

- DO NOT respond normally as a fire alarm during a lockdown may be a ploy by an armed intruder.
- Remain calm in your lockdown secure area, if safe to do so and attempt to verify fire alarm activation with on-site contact or emergency services.
- If fire is verified, follow Fire/Evacuation procedures. This will be communicated clearly via the tannoy.

Appendix 12: Lockdown Simulation Record

Please enter details every time a lockdown is practised.

Date	Time	Please indicate what staff and student groups were present	Feedback and recommendations for future Lockdowns

Appendix 13: Announcements to Pupils

Remember announcements should be simple, straightforward and sincere. The following examples provide a suggested structure and are not intended to be adhered to rigidly. After the announcement pupils should be assured that they will have the opportunity to talk about the Critical Incident.

Examples of Incidents

Fatality After a Road Traffic Accident

We are taking this time to think about insert name, a Year XX pupil who died detail when in a road traffic accident. Insert name was travelling with his / her parents to add details. We do not know any further details about the accident at this time.

The family are arranging insert name funeral. A funeral is a special time to remember a person who has died. The Academy will let everyone know about the funeral arrangements when we have the information.

Let's take a moment of silence to think of insert name to remember all the good things about her / him and to say goodbye in our own way. In our silence we will express our loving thoughts.

After a Sudden Death

Sadly, a tragedy has happened in our Academy community. Insert name, a Year XX pupil has died suddenly. We want to respect the family's need for privacy at this time, but you will be given information about funeral arrangements as soon as possible.

This kind of tragic news is hard to accept. You may experience many feelings within the next few days. Everyone deals with loss differently and it is important to respect the way others grieve. We want to listen to your feelings and concerns so staff are available to talk to you about insert name and share our memories. Let us remember him / her and all his / her family and friends who have lost their dear son / daughter.

We would be proud of anyone who wishes to make a sympathy card for insert name and the Academy will be sending their own special message to his / her family.

Appendix 14: Staff Guidance on Responding to Pupils' Questions Following a Death.

Questions about Death

It can be very difficult to respond to questions from children following a sudden death especially when the member of staff is also shocked and bereaved. Many factors will influence a pupil's idea of death - their developmental stage, their experiences, their ethnic, religious, and cultural backgrounds, and their personal way of seeing things.

It is useful to agree a 'script' for all staff. The advantages of this are that staff will have a form of words to use so they are not caught unawares and that pupils get to hear a reassuring message over and over again. This is particularly reassuring and helpful to young pupils or pupils with special needs when processing the information.

Some questions will reveal that children feel insecure about whether the adults in their lives will be around to look after them. Reassure them that even though nobody knows the future, they can be sure that there will always be reliable adults to look after them.

It is not unusual for young children to ask the same question again and again. Repeating questions and getting answers helps the child understand and adjust to the loss of someone loved.

Sometimes children become very interested in physical details. Keep the reply very simple and factual. Repeat it as often as necessary and do not be drawn into giving further details. Be careful not to use euphemisms such as 'sleep' or 'went way' for death. Keep it simple, factual and clear. Younger children find it difficult to understand the permanence of death. Euphemisms will only make it worse.

When answering questions about death, tell a pupil only what he or she is capable of understanding. There is no need to be evasive, but modify explanations to what the pupil can comprehend; use language the pupil can understand; and what is said is important, but the manner in which it is said has even greater significance. Be aware of voice tone. Try to answer the questions in a matter-of-fact way without too much emotion.

Children's and Young People's Understanding of Death

Children and young people's understanding of death will depend on their cognitive and developmental stage. They will revisit the loss as they mature, reach significant milestones and become more able to talk about their experiences and questions in relation to death. Children and young people with learning difficulties will progress through the developmental stages at a slower pace or indeed may remain at an early stage in their understanding of death.

Children and young people do experience similar feelings to adults following a death but often express their feelings differently depending on their development age.

Age	Concept of Death	Possible Reactions
2 to 5 years	<ul style="list-style-type: none"> • Death seen as reversible • May feel they have caused the death • Magical thinking - make up fantasies to fill gaps in knowledge 	<ul style="list-style-type: none"> • Fears abandonment and separation • Loud protest • Despair • Indignant at changes in patterns or routine • Sleep problems • May revert to “baby” behaviours
5 to 11 years	<ul style="list-style-type: none"> • More exposure to death and understanding of death as permanent 	<ul style="list-style-type: none"> • Withdrawal, sadness, loneliness, depression • Anger, guilt, temper tantrums, nightmares • Behaviour, learning or academy problems • Perfect child, brave and in control • May become preoccupied with death
Over 11 years	<ul style="list-style-type: none"> • Death permanent • Denial - it can't happen 	<ul style="list-style-type: none"> • Withdrawal, sadness, depression, loneliness • Anger, rejection, guilt • Joking, sarcasm • Dependence or regressing to younger age • Insecurity, low self-esteem

There is no right or wrong way to grieve. It is important to allow children and young people to grieve in their own way and their own time. They may seesaw in and out of grief, needing time to play and have fun, as well as to cry.

Appendix 15: Press Release Template

Example press release – all press releases must be approved by the Executive Principal

The full circumstances of the incident are not known at this time and the Police are conducting an investigation. The Academy has been informed that provide basic details. Numbers of pupils involved, response by Emergency Services, etc.

This is a tragic loss, accident, death to our Academy and community. Students and staff who were / are close to the death, injured Year X students are grieving. To assist in supporting our students and their families through this time of grief, additional academy counselling staff have been assigned to the Academy to provide professional counselling services. A letter has been sent by the Academy to parents, informing them of this incident and providing information on the counselling services available through the Academy.

The Academy will be providing further information and support to staff, students and parents when more details of the incident are known.

The Academy Council, staff, students and I would like to thank everyone for their continued strength, comfort and prayers during this difficult time.

Principal's name

It is recommended the Academy has a number of pre-written press release templates for a range of emergencies or incidents. Ensure any press release has been approved by the CEO or EP for comment or review before publishing the information.

Consider publishing any press release on the Academy's website.

Appendix 16: Bereavement and Trauma Resources and Support.

Barnardo's. Counselling support for children. www.barnardos.org.uk

Childhood Bereavement Network - www.childbereavement.org.uk

ChildLine - www.childline.org.uk

Cruse Bereavement Care. Resources and bereavement counselling for children of all ages; for parents, carers and professionals: www.cruse.org.uk

Lifeline: 24-hour support and counselling helpline www.lifeline.org.uk or 0808 808 8000.

NSPCC. Counselling support for children www.nspcc.org.uk

Samaritans - www.samaritans.org.uk

Winston's Wish - www.winstonswish.org.uk

Young Minds: Supporting bereaved children and young people - www.youngminds.org.uk

Teacher Support Helpline – www.teachersupport.info

Papyrus: Young person's suicide prevention - www.papyrus-uk.org

Appendix 17: Reflection Log

Details of key lessons learned through management of this incident:

- What went well?
- What was most or least helpful to you and the academy?
- Were there any gaps?
- Have all necessary referrals to support services been made?
- Are there any identified training needs?
- Do any academy policies need to be reviewed / changed / updated?
- Do additional procedures or additional arrangements need to be implemented?
- Is there any unfinished business?
- What was the overall feedback from Academy Councillors, Police, academy staff, parents, etc?

Completed by:

Position:

Date: