



Redborne Upper School

Critical Incident Policy

This policy will be evaluated and reviewed every three years by the Deputy Headteacher: Quality of Education (Chris Graves)

This policy is available on the school website, on request to parents and carers, the LA and Ofsted through the Headteacher.

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School Acknowledgement

The governors acknowledge that all staff and students must be able to work in a safe and secure environment. Whilst education establishments continue to be amongst the safest places, they do not ignore the potential threat of, and impact arising from, security related issues, such as vandalism, arson, cyber-attack, a serious incident involving a weapon or terrorist attacks.

This policy:

- reflects the balance between maintaining an open and welcoming environment for learners, parents and the wider community and protecting them from harm
- helps create a culture in which staff and students recognise and understand the need to be more vigilant about their own and the safety and security of others
- demonstrates an understanding of the issues that could impact our school

This policy applies to employees, volunteers, parents/carers, students and people visiting the schools site. It covers the procedures and personnel responsibilities when the school site is required to respond to a critical incident.

Critical Incident Policy

1. Definitions

1.1 A critical incident is defined as an unexpected series of events that overwhelm the systems in place to allow for the normal operation of the school.

1.2 There are four main responses to a situation that is defined as a critical incident:

- **Invacuation** - Moving staff and students to somewhere safe inside buildings. This is typically done when the risk is either outside, or in a different location on the school site.
- **Evacuation** - Moving staff and students to somewhere safe outside of buildings. This is typically done when there is a fire in the building.
- **Lockdown** - Keeping staff and students inside the building and stopping movement around the building. This is typically done when an intruder is on-site.
- **Partial-lockdown** - As above, but only applies to specific parts of the school site, for example South school only.

2. Roles and responsibilities

2.1 The Headteacher must:

- Have in place a Critical Incident Management Team (CIMT), with roles designated.
- Decide the appropriate response to the critical incident.
- Ensure swift and appropriate action is taken in response to a critical incident.
- Ensure that the welfare of staff, students and visitors are paramount in decision making.
- Maintain normality and restore the normal operation of the school as soon as it is safe to do so.

2.2 The Critical Incident Management Team (CIMT) comprises all leaders with a responsibility when the school is responding to a critical incident. They must:

- Work with the headteacher to deliver the planned response to the incident.
- Understand their role in the CIMT, and seek required additional training in order to be able to fulfil this role.
- React swiftly and take appropriate action in response to a critical incident.
- Have contact numbers for each other for 24-hour contact.

2.3 All staff are responsible for:

- Recognising the importance of rehearsing responses to critical incidents.
- Engage with training on how to respond to critical incidents, for example the yearly fire safety CPD.
- Supervise and instruct the students in their care during a critical incident
- Bring any concerns to the attention of SLT.

3. Critical incident signals

3.1 In the event of an evacuation response to an incident, the school bell will ring continuously.

3.2 The site is divided into four separate evacuation zones:

- South school
- North school to the north of the road (inc ICT, Drama, Music, DT and the farm)
- North school to the south of the entrance road
- Connolly Hall

3.3 The all clear will be signalled by the silencing of the bell.

3.4 Staff and students should remain at the evacuation points though, until the instruction to return is given by the incident controller. This allows for a calm and organised return to the building.

3.5 In the event of an invacuation, lockdown or partial-lockdown response, the school bell will ring intermittently in bursts of 3 seconds for 1 minute and then remain silent.

3.6 An email from a member of SLT, will be sent out to all staff confirming the response and will provide any additional information or instructions available.

3.7 The all clear, signalling the end of an invacuation or lockdown response, will again be the school bell ringing intermittently in bursts of 3 seconds for 1 minute.

3.8 An email will then be sent to all staff, from a member of SLT, confirming that the school has now returned to normal operations.

3.9 In the case of a fire, the alarms will be triggered either by sensors, or manually in locations around the school site.

3.10 For all other responses, the signal will be triggered manually by a member of SLT or the Headteacher's PA in North school and in South school reception.

4. Invacuation procedures

4.1 Where the threat is one of pollution or a gas cloud in the area, a shelter with fewer windows or ventilation is required.

4.2 Staff and students currently in South school will shelter in The Croft Centre and South school gym.

4.3 Staff and students in North school, will shelter in North sports hall and The Connolly Hall.

4.4 A member of SLT will send an email with detailed instructions, directing people to these spaces, immediately after the signal has been raised, outlined in 3.4.

5. Evacuation procedures

Fire Notices

5.1 A fire notice is displayed prominently in each room, near the door, indicating the nearest fire assembly point.

Fire Doors

5.2 Most fire exit doors are opened by a simple push bar action. Some exit doors are turn locks. All doors with automatic closers, both on staircases and in corridors, are fire doors and should remain closed and clear of any restrictions at all times.

General Procedure

5.3 All members of staff and students have a responsibility to vacate the building as quickly as possible.

5.4 Responsibility for checking toilets and doing a sweep of their specific area to ensure it is empty is detailed in Appendix 2 - The CMT.

Discovery of Fire

5.5 In the event of a fire, the person discovering it should activate the nearest fire alarm to evacuate the building.

5.6 The member of staff should contact reception and the premises staff to report on the location and seriousness of the fire. If the fire brigade is called, a member of the reception staff should proceed to the main entrance to inform the fire officer of the location of the fire.

Exit procedure and assembly during a lesson

5.7 When the fire alarm rings, staff and students must leave the building quietly and quickly.

5.8 The subject teacher or form tutor in a form period should ensure that:

- all electrical equipment is switched off with the exception of computers
- that all windows and doors are closed

5.9 Kitchen staff should switch off any gas appliances and make their way to the assembly point.

5.10 The First Aider should escort students receiving first aid to the assembly point. In the absence of the First Aider, the receptionist should escort students to the assembly point.

5.11 The person organising the meeting will be responsible for escorting all visitors out of the building.

5.12 The subject teacher or form tutor should indicate the exit route and escort students to the place of assembly.

5.13 Staff should count the number of students leaving the classroom and again check the number present at the assembly point to ensure that all students have left the building safely.

5.14 Support staff and teaching staff, who are not teaching at the time the alarm rings, should make their way to the assembly area, supervising students on route and checking toilets/other rooms in their area of work.

5.15 Students should proceed in an orderly manner to the assembly point. Each class should line up by the room number they have just left with the teacher positioned at the end of the line furthest from the room number.

5.16 After checking that the students are all present, the teacher should inform SLT that all are present or advise of any students who have not arrived having left the classroom.

Procedure outside of lesson time - before school, break time, lesson changeover and after school

5.17 When the fire alarm rings, staff and students should vacate the building if inside and make their way to the appropriate assembly point. Staff and students outside should also make their way to the assembly point. Staff and students should remain at the assembly point until they are dismissed. It is not necessary to stand against a specific room number in this scenario.

5.18 Support staff and teaching staff, should make their way to the assembly area, supervising students on route and checking toilets/other rooms in their area of work.

5.19 If during lesson changeover students are moving from one site to another where the fire alarm is ringing. They should return to the area they have come from and assemble in the following area until dismissed:

- South school : on the hard surface in front of the gym
- Design Technology, farm, music, ICT and drama : on the car park behind the farm
- North school : To the rear of the sport's hall
- Connolly Hall : To the rear of the sport's hall

5.20 It is expected that staff in each area would supervise students until the all clear is given.

Assembly Points

5.21 The assembly points are:

- South School - On the hard surface area in front of the gym.
- North School - On the hard surface area at the back of the Sports Hall.

5.22 The receptionist should run a report on the Inventory system showing any visitors

that are signed in. The Headteacher's PA or the receptionist should take to the assembly point a staff list, cover sheet, school trips file, staff signing in/out book, a laptop and the SIMS memory stick.

5.23 It is the responsibility of support staff and staff without a form to report to the headteacher's PA / receptionist at the assembly point. This is most important as we need to be aware if any staff are still in the building.

Public Examinations

5.24 The invigilator(s) should make a note of the time and escort candidates to the assembly point. (Please refer to the examination evacuation policy for further details).

Steps to increase protection

5.25 Instructions for Students:

- Do not stop to collect bags etc
- Leave the building quietly by the nearest exit even this means walking around a building
- Keep to the left on corridors
- Do not run
- Line up in front of the room number for the room that you have just left
- Line up in register order single file
- Under no circumstances do you enter a building where the alarm is ringing, even if it is the shortest route to your assembly point
- Remain quiet at the assembly point to enable instructions to be heard

5.26 Instructions for Staff Responsible for Students at the Time of Evacuation:

- Count the number of students leaving the classroom
- Supervise students as they make their way to the assembly point by the nearest exit even this means walking around a building
- Ensure students follow the instructions above
- At the assembly point instruct your students to line up in register order in single file and count the number present
- Under no circumstances do you enter a building where the alarm is ringing, even if it is the shortest route to your assembly point
- Inform SLT in charge immediately if any students are missing
- Supervise your students whilst awaiting further instructions

5.27 Instructions for Support Staff:

- Leave the building as quickly as possible and make your way to the assembly point
- At the assembly point, report to headteacher's PA or receptionist

5.28 It is very much the exception to evacuate a building in the event of a hostile intruder. Unless the location of the intruder is known, a "blind" evacuation may be putting people in more danger than if they had remained within the building.

5.29 In the scenario where appropriate critical incident response is a full evacuation of the site, instruction will be sent via email. Students will be asked to go to Alameda Middle School, Ampthill.

6. Lockdown and partial-lockdown procedures

Safe places

6.1 Unless specifically instructed otherwise, pupils and staff should shelter in the office or classroom that they are currently in. Reception staff should go to the nearest lockable office to their desks. Students in PE lessons outside should go to the nearest changing room entrance, regardless of the allocated gender of the spaces.

6.2 Visitors should shelter with the person that they are visiting, or in the staffroom of the site that they are on.

Securing entrances and exits

6.3 In the event of an intruder, doors to individual classrooms should be locked as soon as possible.

6.4 As soon as is practical, the Site Manager, or Deputy Head (AJF), will close the school gates and remove keypad access.

6.5 Where safe to do so, the site agent team will lock external doors to buildings.

6.6 All windows should be locked and, in the case of a pollution or gas threat, vents covered with any suitable materials on hand.

Bring pupils inside

6.7 If the critical incident response is raised during social times, or lesson movement time, staff and students should go to the classroom of their next lesson.

6.8 Registers, via Sims or Edulink, should then be taken where possible. Staff should account for and keep together all pupils that are in their care.

Steps to increase protection

6.9 Steps that could be taken to increase the level of protection will depend on the location of the safe space and the nature of the threat. However, the following actions should be considered:

- Lock and screen doors
- Attempt to block the doors with heavy items that are readily available
- Position children away from sightlines from external doors and windows – for example, under a desk
- Turn off lights and monitors
- Remain silent
- Make sure mobile phones and electronic devices are on silent, or turned off
- Turn off fans or mobile air conditioning units (this will reduce noise and the

- risk of exposure to any chemical or pollution)
- Cover windows and air vents (if the risk is pollution or a gas cloud)
- Remain calm but alert - the site should fall silent immediately

Lockdown duration

6.10 According to DfE guidance, the school should remain in a state of lockdown until a senior member of staff or the emergency services confirm that it has been lifted.

7. Communication

Internal communication during a lockdown or partial-lockdown

7.1 Where possible, silent communication should be used and noise kept to a minimum, especially if intruders are close by.

7.2 Email will be the main method of communication from SLT to staff. This should not be displayed on projectors.

7.3 Where teams have a shared text messaging service, such as WhatsApp, these can be used to effectively communicate. Staff should ensure that mobile phones are silenced and not set to vibrate.

Communication with students

7.4 In the email sent following the signal being raised, except in the case of an evacuation, instructions will be given on what message to give to students.

7.5 This message should use clear, age appropriate, language and only include factual information.

7.6 Students should be instructed not to use mobile phones and rumours should be quickly dispelled. Updates will be made as information is available.

Communication with parents/carers

7.7 As soon as is practicable, parents will be informed of the situation via an Edulink message and group text messages.

7.8 Parents/carers will be asked not to call the school, as this will tie up lines that would be used to contact emergency services.

7.9 Parents/carers will be asked not to come to the school, as this interferes with access for emergency services and could put themselves and others in danger.

Communication with the media

7.10 The only person authorised to speak with the media, is the headteacher and designated members of the CIMT.

7.11 Media calls should be returned as soon as is practicable.

7.12 A measured tone should be used and prepared statements given.

8. Arrangements for staff or students with additional needs

8.1 Any staff or students with additional needs, who require specific arrangements, should have a Personal Evacuation Plan (PEP).

8.2 For students with SEND, the responsibility for this sits with the SENDCo, although it may be written by a designated member of the team. Parents should be aware of the PEP in place.

8.3 For staff, this should be co-constructed with their direct line manager and a copy shared with HR.

9. Rehearsals of procedures

9.1 Critical incident procedures will be shared with students in the Autumn term of their first year at the school.

9.2 Evacuation rehearsals (fire drills), will take place termly. The time of the rehearsal will not be shared in advance with staff or students.

9.3 The school will follow all protocols provided by the fire services, and will evaluate the effectiveness of procedures following each rehearsal.

9.4 Lockdown and partial-lockdown rehearsals will take place on a termly schedule. Pupils and parents/carers will be informed of the dates of drills in advance.

10. After a Critical Incident

10.1 After a serious critical incident the Headteacher will:

- Consider the ongoing safety, health and wellbeing needs of the school community.
- Consider the environmental and operational requirements of the school.
- Consider the financial and economic recovery of the school.

10.2 The member of SLT responsible for staff wellbeing will:

- Be aware of the impact that a critical incident has on staff wellbeing
- Coordinate support for staff that might need help from outside agencies, such as counselling.
- Provide an opportunity, for staff seeking it, to share experiences and create a supportive environment within the school community.

10.3 Pastoral leaders will:

- Show care and support for students impacted by the incident
- Work with staff to monitor students' wellbeing
- Provide opportunities for students to be involved in post-incident recovery, for example being involved in any ceremonies.
- Refer vulnerable students for further support

11. Additional guidance

11.1 Additional guidance can be found here: <https://www.education-ni.gov.uk/sites/default/files/publications/de/guide-to-managing-critical-incidents-in-schools.pdf>

Appendix 1 - Lockdown drill action checklist

Use this checklist to take actions and record them during a lockdown.

Recording the time could be especially useful during drills to practise going through these actions at pace.

In an emergency, use the actions listed to help you make sure nothing is missed.

Step	Time	Signed
Sound alarm/signal and begin lockdown procedure		
Dial 999 and alert emergency services		
Direct all children, staff, parents/carers and visitors to the nearest safe place (this may be dependent on what and where the risk is)		
Email all staff with instructions, liaising with the headteacher/leader first. The email should include: <ul style="list-style-type: none">• Verification of the response being taken• Details of actions required, such as locations based on current location for an evacuation• Advice on what to do to increase protection (see 6.9)• Details of what to expect next, and duration anticipated (if appropriate)		
Account for pupils, staff and visitors using registers		
If possible, check and search for missing or injured pupils, staff or visitors		
Secure the site: gates and entrances		
Contact parents		

Prepare statement for the media (where appropriate)		
Inform the chair of governors and safeguarding link governor		

Appendix 2 - The Critical Incident Management Team (CIMT)

Role and designated person	Responsibility
<p>Headteacher / Leader</p> <p>Olly Button</p> <p>In his absence this role will be assumed by Chris Graves</p>	<ul style="list-style-type: none"> • Establish the nature, seriousness and extent of the critical incident • Determine what type of critical incident response is needed • Decide to how far to disseminate information • Ensure the Emergency Services are informed • Assign the role of Incident Controller to the most senior, appropriate individual. • Ensure the email is sent to all staff with instructions, following the signalling of a critical incident response, by the designated member of CIMT • Request the designated member of the CIMT contacts parents via Edulink and group text-messages • Ensure the continuing function of the school is as normal as possible • Ensure that staff and students are protected from media attention • Debrief staff as soon as possible once the incident is resolved • Visit the site of an incident if it is off site • Arrange contact with affected staff or students, either at home or in hospital • Make sensitive arrangements for the return to normal school operations as soon as possible

Incident Controller Andrew French In their absence this role will be assumed by Graeme Armstrong	<ul style="list-style-type: none"> • Liaise with the Emergency Services • Ensure designated telephone lines are kept clear, to enable communications to stay open • Arrange the distribution of any required equipment to the support staff in managing the incident • Create and maintain a log of all the information received and the actions and responses undertaken • Keep the Headteacher/leader up to date with information as it becomes available
Internal Communications Eva Hobson In their absence this role will be assumed by Ian Belcher	<ul style="list-style-type: none"> • Send the initial email to staff, providing details and instructions following a signal of a critical incident • Keep staff/students informed of developments via email • Identify any staff needing specific support during the incident • Inform students not involved with the incident at a suitable stage • Organise a debrief meeting for all staff (as appropriate)
External Communications James Trapp In their absence this role will be assumed by Sarah Jones	<ul style="list-style-type: none"> • Inform parents, via Edulink and group-messages, of the situation, following instructions from the headteacher/leader on the level of detail to share • Prepare statements for the media • Prepare posts for social media.
Site Manager Mark Smith In their absence this role will be assumed by John/Keith/Ed (whoever is on duty)	<ul style="list-style-type: none"> • Immobilise utilities • Ensure access is free for emergency services • Contact Services and Suppliers
Designated Safeguarding Lead Kirsty Wheeler In her absence this role will be assumed by the Deputy Safeguarding Lead Denise Smith	<ul style="list-style-type: none"> • Supportive role and to be available if needed • Provide additional, relevant, information to staff supervising vulnerable students • Work with staff to monitor students' wellbeing and offer advice • Refer vulnerable students for further support after the incident • Offer counselling or other support to staff and students after the incident

<p>First Aid Lead</p> <p>Beverly Allen</p> <p>In their absence this role will be assumed by Gemma Vyse</p>	<ul style="list-style-type: none"> • To be aware of who is first aid qualified / trained and able to provide additional support • Coordinate first aid response, whilst waiting for emergency services • Provide advice to staff supporting students with medical conditions in high stress environments
<p>Local Governing Body Safeguarding Representative</p> <p>Chris</p> <p>In their absence this role will be assumed by Claire Crowther</p>	<ul style="list-style-type: none"> • Supportive role and to be available if needed
<p>Designated Evacuation Leads</p> <p>Eva Hobson James Clark Victoria Hale Ben Middleton Helen Manley Carlton Forbes Head of Performing Arts Head of Y11 ICT Subject leader PE Subject leader Nicola Crossley Graeme Armstrong Nikki Brennan Sarah Jones Liam Hill Greg Buckland Andy Hodds</p>	<p>In the event of an evacuation, check designated area of school:</p> <ul style="list-style-type: none"> • North offices • Maths Block (and toilets) • Science Block (and toilets) • LS rooms • English Corridor • Technology building (and toilets) • Drama and music block (and toilets) • The Connolly building (and toilets) • ICT building (and toilets) • The Alex Centre • Both MFL towers (and toilets) • South school, from office to end of the building • South offices and downstairs to covered way • Business Block • BASE • Geography • Farm
<p>Business and operations</p> <p>Andrew French</p>	<ul style="list-style-type: none"> • Contact the County Council • Liaise with HSE immediately • Contact solicitors if legal representation required • Deal with Insurance claims

<p>Policy Lead</p> <p>Chris Graves</p>	<ul style="list-style-type: none"> • Distribute hard copies of this policy to all staff in the CIMT • Hold a debrief meeting post-incident to evaluate the CIMT's response • Review any H&S policies following event
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