

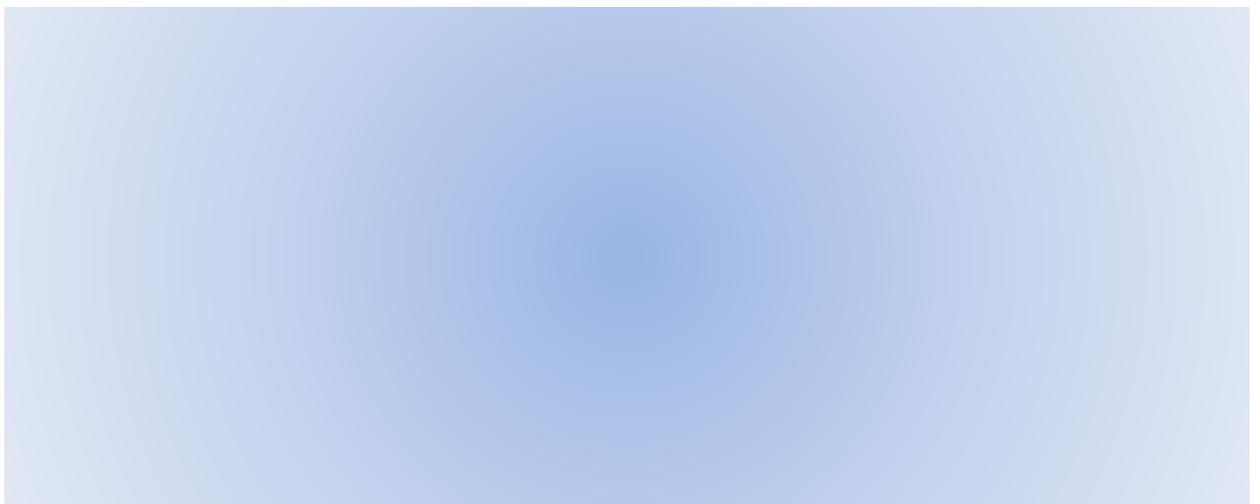


# Hardwick and Cambourne Community Primary School

## Critical Incident Plan

Date Written: September 2025

Next Planned Review: September 2027



## **Safeguarding Statement**

At Hardwick and Cambourne Community Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Hardwick and Cambourne Community Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

This policy has been drawn from the Cambridgeshire Responding to Critical Incidents

## DEFINITION

A school may experience a range of incidents that have to be managed.

**Incident:** a situation that is dealt with by the staff team. This may, perhaps, involve some communication with the school leadership team (and/or to parents, and some support from the school management), but the staff member remains in control and is able to cope.

**Emergency:** an incident which overwhelms the coping mechanisms of the staff team, and which requires the establishment's Emergency Plan to be initiated. This may, perhaps, involve some communication with outside agencies and maybe support, but the establishment takes control of the situation and is able to cope.

**Critical Incident:** an incident which overwhelms the coping mechanisms of both the staff team and the school, and which requires the school's Critical Incident Plan to be initiated.

**Major Incident:** an incident which (if in the UK) is declared as a major incident by the Police, who will take control, and where the relevant Local Authority's Major Incident Plan is initiated, or where (if outside the UK) the relevant authorities take control. The school's Critical Incident Plan will be required to co-ordinate with the police or other authorities.

### What do we mean by a critical incident?

"A critical incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within a school community, and which overwhelms the normal coping capacity of that school."

### A critical or major incident requires the school's Critical Incident Plan to be initiated.

Such incidents will usually require the assistance of the relevant emergency services and/or Cambridgeshire County Council (The Council) and others.

The incident or event may be unanticipated, imminent or in progress. It may occur on school property, in the local community or out of school. Examples include:

- A major incident on the school site
- Gas leak
- Arson/fire or laboratory or gas explosion
- Public health threats (E.g. Pandemic Influenza)
- Pupil sudden death or suicide
- Sudden death of a staff member
- Abduction/disappearance
- Floods from a major water leak, excessive surface run off, or a nearby river or watercourse flooding
- An external security risk or incident requiring the lockdown of the school premises
- Terrorism or a bomb threat or explosion
- An incident which affects access to the school
- An incident off site whilst members of the school community are on a school visit
- A coach accident on a school visit returning to school, no pupils injured
- A terrorism event in London at one site at 7.45 am with a school group on their way into London

- A ferry strike in France, 24 hours before the Paris group are due to return home
- An environmental incident, for example, the release of hazardous substances or severe weather
- A deliberate act of violence, such as the use of a knife or firearm on site
- Civil disturbances
- A transport-related incident near to the school.

## The Critical Incident Response Team (CIRT)

In the event of a critical incident on either or both sites, the Critical Incident Response Team (CIRT) will lead to reduce confusion as to who is in charge during an emergency.

The CIRT will comprise of the following:

Cate Thompson (Headteacher)  
Nicole Swann (Head of campus)  
Sam Pritchard (Head of campus)  
Catherine Mitchell (SBM)  
Claire MacDonald (Chair of Governors)  
James Wakeling (Site officer)  
Sean Turner (Site Officer)

The CIRT has in place a plan to deal with all possible incidents, listing the roles and responsibilities of each member of the team. Key members of the CIRT are contactable 24 hours a day and have in place arrangements for continuity purposes during school holidays.

## Preventative and Precautionary Measures

Whilst no amount of planning can totally prevent accidents and problems occurring, it is hoped that some can be prevented and the effects of others minimised by taking sensible precautionary measures. It is expected that:

- all staff and pupils should be familiar with the school's routines for fire and the evacuation of the school building on hearing the fire alarm.
- all staff should be familiar with the routines and procedures for dealing with emergencies (as detailed in this Policy).
- all staff and pupils should be familiar with the school's security procedures, in particular that all visitors not wearing a visitor's badge should be questioned and escorted to reception.
- all staff organising school trips and visits follow the guidelines and write a risk assessment to be signed off by the Heads of Campus.
- all staff are aware of pupils with medical needs or health problems.
- all staff are aware of school policy in dealing with violence at work.
- all staff are aware that they should assess associated risks to children before carrying out a curriculum or other activity.
- all staff are aware that they are responsible for assessing risks to themselves before undertaking an activity.

## Implementing the Plan

Follow the **S A F E R** principle.

**Stop** – and gather information, start to gather people to help you from your Critical Incident Response Team. Start recording decisions and actions on the incident recording sheet.

- Bring together the CIRT
- Assign tasks and ensure everyone knows what is expected and logs their action on a central log of events record sheet
- Consider whether you may need to close the school
- Identify a member of the CIRT as the person to co-ordinate information
- Consider communication to school staff/pupils/community

**Assess** – what has happened, what can you see, what did you hear, what are people saying, are there any known casualties, and is first aid or an ambulance required? Who else needs assistance?

- What happened/where/when
- How many involved; who are they?
- Name and contact numbers of adults at location of incident
- Details and location of injured (severity, name of injured and supervising adult(s) name(s) /contact number)
- Details and location of non-injured names, and supervising adult(s) name(s) /contact number

**Formulate** – a plan for the next 5 minutes.

- Bring people around you to help
- Launch the Critical Incident Plan.
- Work out where you will be based and establish a dedicated phone line to operate from that base.
- What has been done already and what needs to be done next?
- Has anyone else been informed e.g. Emergency Services, Leadership Adviser? (What were they told?)
- Ensure Leadership Adviser/LA/Trust and Chair of Governors/Chief executive are informed.
- Does anybody else need to be informed?

**Execute** the plan and delegate the tasks.

- Identify actions for CIRT members and identify if more members are required
- CIRT to agree a statement for all incoming calls, which can be managed by properly briefed staff or via informative answer phone messages where not all school lines can be operated personally (e.g. after school hours)
- CIRT to brief personnel having direct links with public/media (factual brief statements only) (Discourage any speculative discussion; route all press enquiries to the LA Communications Team in the case of a critical or major incident)
- Establish a press release in conjunction with the Communications Team
- Action the 'telephone cascade' for staff and governors if appropriate, to keep information flow fast and accurate
- Communicate with families whose relatives (children and adults) are or may be involved. This should be done quickly and with great sensitivity, preferably by a CIRT member. Remember it is the responsibility of the police to notify next of kin in the event of a death
- Consistency of information is essential, therefore, use the agreed statement and the most up-to-date information available
- Try not to leave messages or use extended chains of communication
- Establish a reception base for concerned relatives coming to the school and think carefully about the siting of this base. Ensure people who can comfort and inform relatives staff this. Maintain direct contact with this base
- Prepare general information for all parents/staff/governors. Information should be simple, factual, express sympathy and concern and should indicate when further information may be available
- Regularly brief school staff and governors and ensure that staff and governors are discouraged from speaking to the media
- Brief pupils. This is best done in class or tutor groups and should be age appropriate

**Re-assess** – be prepared to stop, look around, is your plan working, does it need to be altered?

- How long is the incident going to continue for?
- Do staff need to be rotated into jobs and tasks?
- Is there somebody to hand over to?
- What continuing support is required for pupils, staff and relatives of those involved?

A member of CIRT should have been identified as having responsibility for ensuring continuing support. Your Leadership Adviser may have mobilised help from a variety of agencies able to offer support and counselling to those immediately affected. These may include:

Educational Psychologists

Experienced counsellors  
Social Workers  
Emergency Planning Team  
District teams  
Property officers  
Health and Safety

- You will need to discuss likely continuing needs with relevant professional staff. Local religious communities may also be able to contribute or take a lead in providing a longer-term focus for support
- You may want to include in your plan details of who can offer specific support and for how long this can be continued.

## Responding to a Critical Incident

The school's reaction to a critical incident can be divided into the following categories:

- i. Immediate action
- ii. Short term action
- iii. Medium term action
- iv. Longer term action

### Immediate Action

This occurs within hours of the incident occurring:

- Obtain and collate information relating to the incident
- Uncertainty breeds rumour and accurate information is essential
- Gather and brief the CIRT (Critical Incident Response Team)
- Brief the team, allocate roles and responsibilities
- Trigger support from the LA and other contacts on emergency list
- Establish clearly who is going to contact whom;
- Set up an incident management room and dedicated phone line – to deal with calls from anxious parents etc. CIRT should agree a factual statement and avoid speculation;
- Contact families affected – must be done quickly and with sensitivity. Consistency of information is vital. It may be appropriate for families to come to school and immediate emotional support could be a possibility;
- Make arrangements to inform other parents – may need to take advice from LA, especially if there is the possibility of legal liability. CIRT may wish to send a letter to parents, or prepare a leaflet.
- Inform teaching and other school staff – staff need to be cautioned about talking to the media or responding to questions from reporters. It is vital that all staff in contact with pupils are kept well informed and feel secure in handling comments or questions from pupils.
- Inform pupils – can be done in small or large groups depending on which is most appropriate. Care needs to be exercised to protect both children and adults closely involved in the incident. It is important that children receive a consistent account of the incident allowing for differences in their ability to understand.
- Encourage people involved to talk – the incident may need to be discussed before children go home for the day, for both pupils and adults.
- Deal with the media – most important to seek advice from LA before agreeing to speak to or be interviewed by the media. If this is not an option then an agreed text for release should be prepared by the CIRT and a designated spokesperson briefed and prepared to respond on the school's behalf.
- Devise a plan for handling the reactions and feelings of people affected – the most common reactions will include denial, distress, guilt, anger and helplessness. CIRT need to consider outside professionals to support and debrief staff and pupils affected by the incident. Those providing support also need support. At this point the CIRT will need to plan their short term reaction to the incident.

### Short Term Action

The next stage of an incident occurring:

- Reunion of children with their families – especially where the incident occurs outside the school. Mostly children will need to be brought home, but sometimes parents and families need to visit the scene of the incident to understand how they deal with repercussions in terms of children’s fears etc.
- Managing staff – support needs organising for all staff, preferably from within the school, but using outside agencies if appropriate. Staff monitoring should be a priority, even members of the CIRT. If a crisis persists over many hours staff become tired, weary and upset and this affects their powers to make sensible decisions.
- Encourage pupils to talk – activate strategies for enabling young people to talk about the incident, and their feelings, using outside agencies if appropriate. Staff will need briefing about ways to help the children affected by the incident, and how to identify patterns of behaviour etc. This may have implications for the wider curriculum i.e. training in bereavement counselling for staff, provision of a range of books, PSHE discussions etc.
- Debriefing meeting – it may be appropriate to hold a debriefing meeting for staff, children and parents to:
  - o clarify what has happened
  - o allow for sharing reactions
  - o reassure people that reactions are normal
  - o mobilise resources e.g. parental support groups
- An experienced person, possibly someone from outside the school community, should lead this meeting.
- Formal and informal recognition of rituals – it is important to remember to express sympathy to families of the hurt or bereaved. Visits to children/staff in hospital. Pupils may wish to send cards and letters. The school may also need to consider attendance at funerals, and/or the desirability of holding special assemblies or memorial services. Anniversaries are also key times when support and sensitivity are required.
- Re-establishing routines – every attempt should be made to provide continuity for the children. The return to school of staff or pupils directly affected by the crisis will need to be managed carefully and with sensitivity but the re-establishment of routine is an important stage in emotional recovery.

### Medium Term Action

- Return to school for staff or pupils after long absence
  - reintegration will need to be planned carefully, and may involve home visits prior to return, part time attendance initially, reducing workloads, putting in place mentoring process etc.
- Consulting professionals – consideration should be given to consulting the Educational Psychology Service for support and guidance, especially to help those showing unusual or prolonged reaction to the incident.
- Keeping parents informed
  - it may be appropriate to produce a leaflet for parents giving guidance on the possible delayed reactions of pupils to an incident and making suggestions to help them deal with these.
- Support for staff – ongoing monitoring and support for staff is a major consideration. CIRT especially will not be immune to reaction from their ordeal.

### Long Term Action

- Monitoring the vulnerable – the effects of a crisis can reverberate for years, and it is especially important that new staff and pupils are briefed in the school’s history to help them understand and deal with potential repercussions especially at anniversary times.
- Marking anniversaries – these difficult times need to be treated with sensitivity. Some suggestions for schools to mark anniversaries are by annual concerts, memorial services, memorial prize giving ceremonies, memorial gardens etc.
- Legal processes – the length of time taken over some legal processes can prolong the recovery process following a critical incident. CIRT may need to plan for this especially where staff may be involved attending legal processes, and facing extended emotional trauma.
- Curriculum implications – it may be appropriate to schedule INSET training for staff in loss counselling, bereavement etc.

### SCHOOL CLOSURE AT SHORT NOTICE

In the event that the school (either or both sites) has to close at short notice or as a result of unforeseen circumstances the following procedures will take place. The CIRT team will have a grab pack containing all relevant information (up-to-date crucial records, addresses and contact numbers off-site.)

The events covered by this policy:

### Storms

Winds forecast in excess of 70mph or storm force 8 could represent a potential danger to some buildings, trees, other structures and people.

- o The Meteorological Office provides a regional weather forecast
- o Email: [www.metoffice.gov.uk](http://www.metoffice.gov.uk) Phone No: 0845 300 0300

### Safety Issues

- Safety of pupils, staff and visitors take priority. Lessons may need to be disrupted and school movement kept to a minimum
- Consideration needs to be given to movement outside of school buildings due to the risk of falling tiles, masonry, fencing, fallen branches and trees
- It is likely to be necessary to cancel outside play and other activities. Consideration must be given over the likelihood of pupils being blown off their feet.
- Pupils should not be allowed to cycle home – parents would need to be advised over this possibility.

### Floods

Sudden flooding may result in local problems within school, making some rooms uninhabitable. However, of greater significance in terms of health and safety is the potential impact on transport arrangements.

### Cold Weather

- This may be a problem due to the low temperature in some buildings or may be complicated by heavy snowfalls making access difficult or dangerous.
- The Education (School Premises) Regulations 1999 set a standard of 18C in teaching areas and 15C in the hall, corridors, cloakrooms and toilets where the external air temperature is 1C or above.
- Failure to reach these temperatures is a maintenance issue, but if there is a breakdown which puts the heating system out of action for any length of time consideration needs to be given as to whether the building can be heated with emergency heating and continue to be occupied.
- Any plans to provide emergency heating, including how these can be obtained and where they can be safely deployed, should be outlined as part of the emergency plan.
- Adverse weather conditions may result in difficulties for some staff in reaching school resulting in pupil supervision issues. In such circumstances the overriding priority will be the safety of pupils.

### Disruption to the School's Water Supply

Provided sufficient notice that the water supply is to be disconnected is received, it will be possible to make a decision on whether or not to keep the school open. This decision will be based upon

- o the duration of the disruption;
- o the capacity of the water storage tanks which will generally enable toilets to be flushed.

### **EMERGENCY CLOSURE PRIOR TO THE START OF THE SCHOOL DAY**

It is the policy of the school to make every effort to remain open whenever possible; however in certain situations it may be appropriate in advance to decide that the school should not open. This will generally be as a result of a difficulty where there is advance notice. This could include a planned disruption to water or energy supplies. In such cases, parents will be given as much notice as possible and informed of either a confirmed date when the school will re-open or advised on how this will be communicated. This will be through the school website, school Facebook page and school answer phone.

In other situations, weather conditions may worsen dramatically overnight. In such circumstances it will be important that decisions over closure reflect:

- intelligence over the weather conditions in the school's catchment area;
- the likelihood of a sufficient number of staff being able to reach school to make it safe to operate;
- the timing of any decision, taking account of the travel arrangements of the school.

When the Headteacher decides, in consultation with the Chair of Governors as appropriate, that severe weather warrants school closure they should:

- Inform staff, using a cascade system
- Inform parents by:
  - o Emailing [EmergencySchool.Closure@cambridgeshire.gov.uk](mailto:EmergencySchool.Closure@cambridgeshire.gov.uk) quoting DfE number and password to record the closure on the Cambridgeshire County Council Website. This information will be displayed to the public via the schools directory on the CCC website: [www.cambridgeshire.gov.uk](http://www.cambridgeshire.gov.uk) or direct link [www.cambridgeshire.gov.uk/education/schools/schoolclosure/](http://www.cambridgeshire.gov.uk/education/schools/schoolclosure/)
  - o Contacting local radio stations: BBC Radio Cambridgeshire 01223 287132 Heart 103 and 102.7 01223 623830 and [Cambridgeshire.News@Heart.co.uk](mailto:Cambridgeshire.News@Heart.co.uk)
  - o Post a message on the school website, school Facebook page and email via Pupil Asset mailing system
- Inform any transport contractor who might otherwise collect children and bring them to school:
- Inform Education Advisor -01223 703564
- Inform the Chair of Governors
- Ensure that local staff are able to be at the school to inform any parents or children who may not have received the closure message.
- Inform Catering Provider
- Inform Wraparound care Provider

The school will make all practicable efforts to keep parents informed as to the situation with the school during adverse weather conditions. However parents are expected to check the website and/or make themselves aware of the radio broadcasts when it is clear that a closure is a possibility.

The school appreciates that during bad weather children may arrive later than normal; parents should endeavour to contact the school to let them know they are on their way if likely to be delayed. It is important that if a parent feels it is unsafe to travel they should not attempt the journey, but must inform the school of their decision.

The school recognises there will be isolated instances where families are cut off, even where the clear majority of children can get into school. In such instances parents should inform the school of the circumstances of this exceptional situation. Parents acting on the assumption that the school would be closed without gaining confirmation, risks their child being registered as an un-authorised absence. Where the school is officially closed, all absence is counted as authorised.

### **Health and Safety**

- In the event of snow some pathways will be cleared and salted. Staff, parents, children and visitors will be made aware that pathways, even where cleared, remain slippery. Children will also be reminded of this in assembly.
- In icy conditions staff will clear/ salt affected areas of the school site.
- Essential pathways will be maintained as clear as possible throughout the day. –  
During adverse weather conditions, the playground may be out of bounds to children during the school day if the Headteacher decides it necessary.
- In the Headteacher's absence the Heads of campus on site will assume responsibility for making all decisions relating to these procedures.

### **Sending Pupils Home Early**

In some exceptional circumstances, a review of the local situation may lead a Head to decide that the school, or part of the school, should be closed early. Such temporary and emergency closures do not count

against the requirement for a school in the maintained sector to meet the minimum number of sessions each year.

A number of factors will be considered in making this decision including:

- It may often be safer to keep pupils in certain parts of the school rather than send them home early.
- Contacting a large number of parents/carers, especially during the day.
- Changing transport and school meal arrangements at short notice (free school meal pupil)
- Any decision over sending pupils home early must also include an informed assessment over their safety.

In the event of the school having to close during the day parents will be contacted by phone and also by email to be asked to collect their child/children.

### **Communication**

- Staff, pupils and parents will be made aware in advance of contingency arrangements.
- Emergency arrangements will be posted on the school website.
- A staff communication 'cascade' is used to inform members of staff if school is closed before the start of the day.
- Any alteration to travel arrangements of children will be informed to parents.

### **School Closure for Any Other Reason**

In the event of a school closure for any reason the Education Advisor for the school will be informed. The number of school sessions required is laid down in Regulation 3 of the Education (School Day and School Year) (England) Regulations 1999 and requires that every school day in a school maintained by the LEA in England is divided into two sessions. These must be separated by a break in the middle of the day unless exceptional circumstances make this undesirable. With the exception of nursery schools, each school must meet for 380 sessions a year. The DfE guidance on the teaching hours for schools applies on all days when schools are open. Parents can reasonably expect schools to maintain their normal hours on each of the 190 days that schools are open, unless adverse weather or other emergency makes this impracticable for one or more sessions. Under any such exceptional circumstances the Head Teacher of a maintained school will need to liaise with the Education Adviser for the school

### **Bomb Threats/ Suspect Packages**

If the school receives a bomb threat:

- It is anticipated that in most cases this will be by telephone.
- The person receiving the call should try to obtain as much information as possible and then report the details to the Headteacher or Head of Campus immediately.
- Do not sound the alarm bell. To raise this alarm, the phrase "Code RED" will be communicated to staff members by a member of the CIRT.
- Staff should then follow the procedure stated in appendix C.

## Appendix A: Action cards

### Guidance for all teaching and non-teaching staff

- Be ready to respond to any potential incident in about the school site.
- Contact the school office/Head Teacher in the event of any emergency, giving information about the:
  - o Nature of help required
  - o Type of help required
  - o Emergency services required
  - o Exact location of the incident
  - o Number of casualties and nature of injuries
- If necessary, evacuate the building, according to procedures set out in the Fire Procedures Document.
- Maintain a calm atmosphere
- Respond to instructions given by members of the CIRT.
- Do not speak directly to the media but refer all enquires to the Head Teacher or other person designated as being responsible for contact with the media.

### Guidance for staff in event of a major incident in school

<b>Responsibility</b>	<b>Named person</b>
Obtain facts and information	Headteacher and / or Head of Campus
Call the emergency services using 999	Catherine Mitchell
Retain any relevant equipment	Catherine Mitchell / Site Officers
Inform the rest of the school staff and children	Head of campus / SLT
Contact local authority for advice	Headteacher and / or Head of Campus
Contact the chair of governors	Catherine Mitchell
Prepare to deal with the media	Headteacher and / or Head of Campus

### Guidance for staff in event of a major incident off site

<b>Responsibility</b>	<b>Named person</b>
Administer First Aid where possible	Qualified First Aider
Establish a contact point with the emergency services	Events Visit Lead (EVL)
Allocate responsibility to ensure other pupils are safe	EVL
Travel with casualties to hospital	Staff + 1
Inform school	EVL
Complete accident forms	EVL

### Guidance for staff in event of a major incident on site E.g. fire/flood

<b>Responsibility</b>	<b>Named person</b>
Keep a record of witnesses	Headteacher and / or Head of Campus
Keep others informed of situation	Catherine Mitchell
Arrange for non-causalities to evacuate school	Headteacher and / or Head of Campus
Care for any relative arriving at school	Catherine Mitchell
Consider relocation to other premises	Headteacher and / or Head of Campus
Remain available to emergency services	Headteacher and / or Head of Campus

## Appendix B: Critical Incident response Team responding to a critical incident

The base for the CIRT will be the Head Teacher's office where it is still possible to use. The reserve on-site location will be the Office. In cases where it is not possible to use the school premises as a base, the CIRT will use the other campus

Responsibility	Named person	Action
Lead on site	Head Teacher	Ascertain details of incident - Consider evacuation of the school (via fire alarm) - Contact school CIRT - Implement communication cascade if necessary
Point of contact for emergency services	Catherine Mitchell	Contact 999 - Be prepared to give the following information: o Emergency services o Exact location of the incident o Number of casualties o Nature of injuries o Location and telephone number where call is being made from - Hazards which emergency services may encounter at the site
Inform Chair of Governors	Catherine Mitchell	
Point of contact for LA, media, insurance,	Headteacher / Head of Campus	- Early establishment of central media point - Liaise and cooperate with media and answer queries - Liaise with emergency services including police press officer and setting up of media centre - Show concern and not panic - Provide basic information about the school
Collating key information	Catherine Mitchell	
Contacting parents and carers	Catherine Mitchell	- Ring any parents and carers of children directly involved - Contact all parents and carers when appropriate
Liaison with staff, pupils and parents	Head of Campus / SLT	
Managing telephone contacts and individuals coming into school	Catherine Mitchell	
Co-ordinating a record of contacts and logging significant actions	Catherine Mitchell	Keep a log of all actions taken using the critical incident log
Maintaining the normal running of school, if appropriate	All Staff	

## Appendix C: Offsite Evacuation Procedure

In the event that the school building needs to be evacuated off site:

- All children and staff will gather on the playground at the fire assembly points.
- All classes will be registered and staff will be accounted for, following the standard fire alarm procedure.
- Once this is complete, the Head of Campus will lead the school, starting in order from EYFS to Year 5 to either the Social Club (Hardwick Campus) or Cambourne Village College (Cambourne Campus) - Any additional adults are to support EYFS and KS1 pupils. Year 6 children will support EYFS when walking.
- The Headteacher will be the last to leave the school grounds, ensuring all have exited the site safely.

## Appendix D: Invacuation and Lockdown procedure – Cambourne

In the event that the school has to be put in a lockdown situation:

If an invacuation is declared:

- HT/HoC or office staff will be advised to implement the invacuation procedure
- Staff will be advised by CIRT that the invacuation procedure has been initiated by word-of-mouth or continuous blasts of an air horn (these air horns are located in the following areas – Cambourne: office, Yr 5/6 area, End of Yr ½ corridor)
- An email and WhatsApp message of “This is a Code Blue” will also be transmitted to alert all children and teachers/class based TAs to return to their classroom. 1:1 TAs to accompany child to their class. Other TAs to report to nearest class and ensure they are included on the email sent to office email. All other staff will report to the designated rooms listed below to be registered.  
Head of Campus office – Office staff/SLT (phone line available)
- Once inside the cloakrooms, all doors and windows should be locked by assigned class staff.
- Staff to complete head count as soon as possible and reply to code Blue after fire register has been taken saying all accounted for by sending email to the blue office address. CIRT will be notified if a child is missing via email.
- Office staff will record on an invacuation sheet when staff confirm
- All staff will remain in classrooms, keeping children calm, away from windows and sitting on the floor.
- All children in external PE lessons or who are outside will be advised to return to the school building as quickly as possible in an orderly manner
- All external doors to the school will then be locked, starting with main entrances
- Under no circumstances should anyone leave the classroom e.g. toilet, cloakroom etc

Follow the CLOSE procedure:

- Close all windows and doors
- Lock up – using the key in the emergency boxes
- Out of sight; minimise movement, closing blinds if deemed necessary and seating children on the carpet
- Stay silent and avoid drawing attention
- Endure; be aware you may be invacuated for some time

Monitoring the Site Entrances: Once the site is secure, staff should remain in the building and monitor entrances discretely from side windows. Staff should only open doors and gates when visual confirmation of the presence of the Emergency Services can be confirmed.

Once the incident has been resolved the Head Teacher and Head of Campus will walk through school stating “all clear”.

If appropriate, parents will be informed through an electronic message sent out via ScoPay:

**Date:**

**School has been/was invacuated due to ..... and doors were locked, nobody is allowed in or out of the building.**

**Thank you**

Or

**Date:**

**School has practiced our invacuation procedure today and doors were locked, nobody was allowed in or out of the building.**

**Thank you**

## Appendix D: Invacuation and Lockdown procedure – Hardwick

In the event that the school has to be put in a lockdown situation:

If an invacuation is declared:

- HT/HoC or office staff will be advised to implement the invacuation procedure
- Staff will be advised by CIRT that the invacuation procedure has been initiated by word-of-mouth or continuous blasts of an air horn (these air horns are located in the following areas – Hardwick: office, heads office, hedgehogs cloakroom)
- An email and WhatsApp message of “This is a Code Blue” will also be transmitted to alert all children and teachers/class based TAs to return to their classroom. 1:1 TAs to accompany child to their class. Other TAs to report to nearest class and ensure they are included on the email sent to office email. All other staff will report to the designated rooms listed below to be registered.  
SENDCO room – office and kitchen staff (phonenumber available)  
Headteachers office – SLT (phonenumber available)  
Laptop to be taken into SENDCO room
- Once inside the cloakrooms, all doors and windows should be locked by assigned class staff. Classroom doors will need to be bolted shut
- Staff to complete head count as soon as possible and reply to code Blue after fire register has been taken saying all accounted for by sending email to the office/head@ email address. CIRT will be notified if a child is missing via email.
- Office staff will record on an invacuation sheet when staff confirm
- All staff will remain in classrooms, keeping children calm, away from windows and sitting on the floor.
- All children in external PE lessons or who are outside will be advised to return to the school building as quickly as possible in an orderly manner
- All external doors to the school will then be locked, starting with main entrances
- Under no circumstances should anyone leave the classroom e.g. toilet, cloakroom etc

Follow the CLOSE procedure:

- Close all windows and doors
- Lock up – using the key in the emergency boxes
- Out of sight; minimise movement, closing blinds if deemed necessary and seating children on the carpet
- Stay silent and avoid drawing attention
- Endure; be aware you may be invacuated for some time

Monitoring the Site Entrances: Once the site is secure, staff should remain in the building and monitor entrances discretely from side windows. Staff should only open doors and gates when visual confirmation of the presence of the Emergency Services can be confirmed.

Once the incident has been resolved the Head Teacher and Head of Campus will walk through school stating “all clear”.

If appropriate, parents will be informed through an electronic message sent out via ScoPay:

**Date:**

**School has been/was invacuated due to ..... and doors were locked, nobody is allowed in or out of the building.**

**Thank you**

Or

**Date:**

**School has practiced our invacuation procedure today and doors were locked, nobody was allowed in or out of the building.**

**Thank you**



## APPENDIX E USEFUL CONTACTS AND NUMBERS

Any Critical Incidents:		
Phil Nash	Senior Adviser for Leadership	07920 270820
Rachael Schofield	Leadership Adviser	07765 742629
Stephen Brown	Outdoor Education Adviser (See also VESN Card)	01480 379677 07879 436541
Communications	communications@cambridgeshire.gov.uk	01223 699281 07833 480348 (Out of hours)
Property Issues:		
John Clayton	Education Capital Programme Manager	07879 434636
Phil Hill	Property Compliance Manager	07771 945185 01223 699120
Rachael Pinion	Strategic Education Capital and Place Planning Manager	01223 715694
Stuart Wood	Strategic Health & Safety Manager	01223 699122 07789 397291
Mike Beales	Head of Insurance Services	07483 400662
Angela Galway	Claims Team Leader, Insurance Services	07940 952041
Louise Torrance	Underwriting officer, Insurance Services	07826 069473
Transport Issues:		
Sue Eagle	Passenger Transport Delivery Manager	01223 715598 07557 900963
Martin Kemp	Social & Education Transport Quality Manager	07979 703869
Shelley Kingston	Strategic Passenger Transport Manager	01223 714773 07342 700287
Pupil/Staff Issues:		

Sara Rogers	Education Safeguarding Manager	07990 936820
Jackie Cannell	Deputy Education Safeguarding Manager	07391 731118
Matt Beeke Joanna Stanbridge	Acting Principal Education Psychologists	07810 053962 01223 699837
Sarah Tabbitt	Head of Targeted Support (from 01/10/24)	07824 569459  01480 373813
Tanya Diaper	Head of Targeted Support (until 30/09/24)	01354 750189  07789988735
Emma Fuller	Senior Adviser for Teaching & Learning	07881 852441
Health Assured	Maintained schools Employee Assistance Programme	0800 030 5182
YOUnited	Emotional wellbeing and mental health support for children and young people	0300 3000 830
Other/wider issues:		
John Chapman	Head of ICT Service	01223 935552
Annette Brooker	Head of Early Years and Childcare	01223 714743
Duty Officer	Emergency Management Team	01223 718631 (24 hours)
Stewart Thomas	Head of Emergency Planning	07803 118 550

## APPENDIX F - CRITICAL INCIDENT PREPARATION CHECKLIST

**Coding:**     **A** - In place  
                   **B** - Still needs to be done  
                   **C** - Not relevant

<i>Up-to-date information about:</i>	Code
CIRT team contact numbers	A
Pupil, staff, governor, , key holder emergency contact details.	A
LA emergency contact numbers including a Leadership Adviser  School or LA Communications Team	A
Education Transport / Bus / Coach/Taxi lists	B
Emergency supply teachers/ support list.	C
Pupil/staff movement data (timetables / registration – who is where and when). Include sickness / day-leave rota	A
Record of which members of the CIRT are local to the school	A
List of where CIRT members are during holidays	A
People, groups or organisations that visit or use the school and would need to be informed.	B
People and groups used by the school, e.g. suppliers, contractors and lettings	B
Premises and an up-to-date site plan of the school including critical locations, e.g. chemical storage, key salvage priorities, gas, electric, oil and water mains control positions	A
Location of keys to classrooms, minibus, school safe etc.	B
Copy of Hazard Register and appropriate risk assessments	A
Server back-up arrangements for all administration and student records	A
Educational Visits including Evolve database login details - details of names, location, significant medical information and contact details relating to all pupils and staff off-site	B

First Aider list	A
List of vulnerable pupils and others with significant medical needs or disabilities	A
Evacuation and lockdown/invacuation/return to base procedures – known, visible and practised	A
Telephone lines – private, mobile, emergency access, chargers	A
Small room / quiet area identified for Police statements, counselling or interviews	When relevant
Plan in place for possible off-site location. Contact numbers for key holders recorded	A
Model hoax letters to parents on the school information management system	A
Site for the emergency office identified	A
Knowledge of resources available to deal with the recovery phase and counselling service contacts for staff and pupils	A



Local alternative off-site facilities we may be able to use if required	Admin base(s):  Evacuation / Holding area(s):
Grab pack / key items to remove off-site if required	
First Aiders and locations of First Aid kits	
Evacuation procedures / issues to be considered	
Lockdown procedures / issues to be considered	
Where/when do we run off-site visits where this plan might be placed under particular strain? Are there any issues we should consider now?	
Key Actions	The school will follow the SAFER principles outlined in the Cambridgeshire guidance for handling critical and major incidents. These may be reproduced here for ease of access if required. The example timeline in Appendix 4 may also be useful here.
Other key documents (see Appendix 2)	

## APPENDIX H: An example timeline for managing Critical Incidents

<i>Task</i>	<b>Time Scale</b>
Obtain as much factual information as possible at start of crisis and assess what has happened	<b>Immediate</b>
Alert Headteacher or designated substitute. Headteacher to alert the CIRT, Leadership Adviser/LA, emergency services if appropriate and Chair	<b>Immediate</b>
Convene meeting of the CIRT and assign roles, tasks and responsibilities. Formulate a plan and launch the Critical Incident Plan	<b>Immediate</b>
Start the incident log. Always keep a contemporary record of decision-making to explain the context	<b>Immediate</b>
Make arrangements for handling the media in liaison with Leadership Adviser and designated school media support	<b>Immediate</b>
Carry out a quick appreciation of the immediate response required	<b>Immediate</b>
Execute the plan	<b>Ongoing</b>
Reassess and adjust as required	<b>Ongoing</b>
Communicate details of the incident to staff, pupils, governors and parents as appropriate	<b>Within hours if practicable</b>
Inform pupils in a sensitive way – small groups are appropriate	<b>Within hours if practicable</b>
Arrange a debriefing meeting for staff involved in the incident	<b>Before leaving school</b>
Arrange a debriefing for pupils involved in the incident	<b>Before leaving school</b>

Even when the incident has ended, arrangements to return the school to normal could go on for some time as you enter the recovery phase

Identify and agree a range of response and support measures. Facilitate support for high-risk pupils and assess who else requires ongoing support. These have the potential to run for many weeks or months after the critical incident has concluded	Next few days, could go on longer
Consider the overall response of the school. Funerals, rituals and memorials. Consider arrangements following full consultation with all families/carers directly involved	Next few days
Review and revise plans in light of experience	As soon as possible

**APPENDIX I: SCHOOL CRITICAL INCIDENT RECORDING SHEET**

DATE:

INCIDENT:

Date/Time	Who	Details / Action Taken

## APPENDIX J Hoax threat model letters

### Model letter A

**Letter to be used if a school has not received a threat.**

Dear Parent/Carer

You may have been made aware, through the press or social media, that some schools in Cambridgeshire have received a hoax email threat today. I am writing to inform you that (enter name of school here) has not received a threat but has followed the guidance given by the police and the Local Authority.

The police always assess such threats and give specific advice to schools based on the intelligence available.

In this case the school were told to be vigilant and to report any concerns they had immediately to the police. In addition we will have activated our critical incident procedures.

We understand the potential distress and alarm such threats cause parents who understandably are worried about their children. Such threats are designed to cause disruption and worry. However, I can assure you that the police and other authorities have given schools the best possible advice and (enter name of school here) has acted professionally, followed our Critical Incident Plan and followed police advice in the best interests of your child and all members of the school community.

Yours faithfully

## Model letter B

### Letter to be used if the school receives a hoax threat

#### Dear Parent/Carer

You may have been made aware, through the press or social media, that some schools in Cambridgeshire have received a hoax email threat today. The email informed the school that a bomb had been placed on the school site.

The school followed its Critical Incident Plan and immediately phoned the police and followed their advice. The school also informed the Local Authority who were in contact with the police control room.

The police always take such threats extremely seriously and have well-rehearsed procedures to assess such threats based on all of the intelligence they have available.

As you would expect, the school leadership has acted professionally and followed police advice. For your information, the advice was that the threat was assessed as a hoax and the school were told to continue as normal. The police assessment was that there was no need to evacuate the school on this occasion. I was told to ensure that there was a sweep of the school to check there was nothing unusual. If anything unusual was spotted then we were told to immediately request police support and to follow their advice about evacuation.

We understand the potential distress and alarm such threats cause parents, who understandably are worried about their children. Such threats are designed to cause disruption and worry. However, I can assure you that the police and other authorities have given schools the best possible advice and (enter name of school here) has acted professionally, followed our Critical Incident Plan and followed police advice in the best interests of your child and all members of the school community.

I would also like to reassure you that as you are probably aware, schools have very secure visitor access control, and it is highly unlikely that an unexpected visitor would be able to access the school unchallenged. Local Authority staff regularly visit schools and are aware of the security that schools have in place. It is also an aspect of our safeguarding reviews of schools.

Yours faithfully