



Merchant Taylors' Schools, Crosby

Critical Incident Policy

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1 Aims

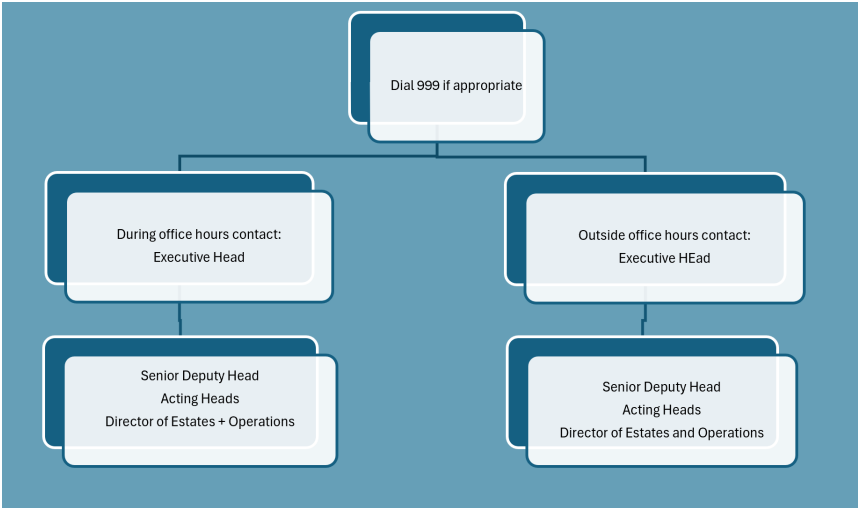
- 1.1 This is the Critical Incident Policy of Merchant Taylors' Schools, Crosby [the School].
- 1.2 The School considers a critical incident to be:

"Any sudden event or emergency involving one of its schools (in or out of hours) where the effectiveness of the school response is likely to have a significant impact on the local community and stakeholders".
- 1.3 The Critical Incident Plan is designed to help the School staff manage these incidents when they occur.
- 1.4 In the event of a critical incident occurring, the Board of Governors has established the following priorities to be addressed by a School's incident management team, and the aims of this policy are:
 - 1.4.1 To minimise or eliminate any danger or risks to individuals;
 - 1.4.2 To contain the incident and work effectively with emergency services;
 - 1.4.3 To assist in any investigation and ensure the school acts in a lawful manner;
 - 1.4.4 To look after the emotional wellbeing of the school community and communicate with the wider community, parents, and key stakeholders;
 - 1.4.5 To restore normality as soon as possible.
- 1.5 The Board of Governors is aware of the emotional needs, as well as the practical needs, of each individual within the School's community at a time when a critical incident occurs and will ensure that appropriate support is put in place for as long as it is needed.

2. Immediate Action

- 2.1 In the event of a suspected critical incident, all staff should inform the Headteacher or nominated emergency contact. If neither can respond [[s]he may be involved in the incident], the senior person present should follow the instructions below.
 - 2.1.1 Assess the situation and establish a basic overview of the incident.
 - 2.1.2 Take immediate action to safeguard pupils, staff and visitors.
 - 2.1.3 Attend to any casualties and administer first aid, if appropriate.
 - 2.1.4 If appropriate, dial 999 for the emergency services and provide them with an overview of the situation.
 - 2.1.5 If in doubt, dial 999.

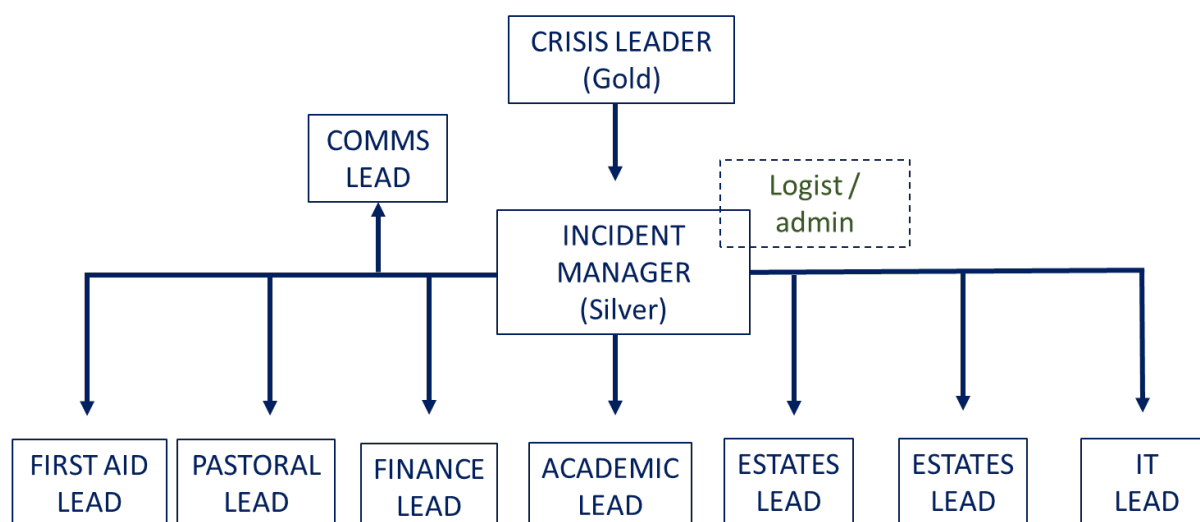
The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately.



Contact details are included in Appendix 1; these contact details should only be used in an emergency, and are not to be given to the media, pupils, parents/carers or members of the public.

3. Decision-Making structure

- 3.1 To ensure a coherent and co-ordinated response to any critical incident, a decision-making structure that is distinct and separate to the normal management structure will be used.
- 3.2 The Incident Management structure set out below, outlines the minimum of roles that are required for ***an initial activation***. Additional roles may be required as the incident progresses.



4. Training & Testing

- 4.1 The Board of Governors are committed to ensuring that all members of the School's Senior Leadership Team, and staff who are members of the School's Incident Management, receive appropriate professional development training and participate in an annual exercise to rehearse implementing the procedures set out in Part B.

5. Critical Incident Classification and Escalation Criteria

- 5.1 Any incident or suspected incident should be a member of the Incident Management Team as soon as practicable.
- 5.2 The receptionist or member of SLT notified will immediately ascertain and record the following:
- 5.2.1 Exact location and address of the incident.
 - 5.2.3 Time incident occurred.
 - 5.2.4 Number of pupils and staff directly impacted.
 - 5.2.5 Number and extent of injuries / fatalities.
 - 5.2.6 Presence of Emergency services.
 - 5.2.7 Nature of incident.

5.3 An incident should be classified using the following criteria:

Category	Criteria
Critical Incident	Fatality
(Contact any member of the Senior Leadership Team)	Serious injury
	Violent trespass / Threat of
	Loss of building
	Loss of access to campus
	Data breach
	Community Disturbance
Priority Incident (Contact Director of Estates & Operations)	Loss of utility
	Loss of IT
	Disruption to transportation
	Food poisoning
	Minor injury
	Severe weather
	Bomb threat/Suspicious package
Routine	Minor or temporary disruption not expected to exceed 4 hours

- 5.4 The receptionist or initial point of contact should identify and contact any **immediately available** member of the Senior Leadership Team for a Critical Incident.
- 5.5 During school hours, once a member of the Senior Leadership Team has been contacted and briefed on the incident, [s]he in turn **must immediately assume** the role of **Incident Manager (Silver) until otherwise instructed**.
- 5.6 For an out-of-hours incident, the on-call member of the Senior Leadership Team will assess whether immediate activation of the **Incident Management Team [IMT]** is required. This is mandatory for an incident assessed as critical.

6. Roles & Responsibilities: Crisis Leader [Gold]

- 6.1 Unless otherwise necessary, the Headteacher will automatically assume the role of Crisis Leader [Gold] and will be responsible for overseeing the School's response by determining resourcing levels, appointing a person to be the Incident Manager, and undertaking strategic stakeholder engagement.
- 6.2 A guide to suggested actions by each lead is contained in Appendix 7.
- 6.3 In the initial stages of an incident, or until notified otherwise, the strategic priorities will be:
- 6.3.1 Preserve Life.
 - 6.3.2 Minimise damage / loss to buildings.
 - 6.3.3 Ensure welfare of staff and pupils.
 - 6.3.4 Resume designated critical activity.
 - 6.3.5 Return academic activity to normal, within allocated resourcing levels.
 - 6.3.6 Protect the local reputation and standing of the Trust.

7. Roles & Responsibilities: Incident Manager [Silver]

- 7.1 The Incident Manager is responsible for developing a plan that will resolve the incident and restore normal activity in accordance with the priorities and resourcing levels set out by the Crisis Leader [Gold].
- 7.2 An individual who is a member of the Senior Leadership Team will assume the role of Incident Manager upon an initial request by a receptionist or at the request of the Crisis Leader.

Once the Incident Manager is satisfied, they are fully aware of the current situation and on-going activity they should:

- 7.2.1 Commence a policy log – see appendix 5.
- 7.2.2 Convene the Incident Management Team (IMT) and confirm/appoint individuals to be the functional leads specified above.
- 7.2.3 The role of the functional leads in the IMT is to organise the implementation of any tasks allocated to their function, under the plan developed by the Incident Manager. This may require the identification and instruction of others to undertake the task required.
- 7.2.4 Ensure a First Aid Response Team has been deployed for any on-site incident.
- 7.2.5 Identify an Emergency Response Lead [ERL] for any off-site incident.
- 7.2.6 Activate / establish a telephone hotline / web briefing portal.

8. First Aid Response Lead

- 8.1 The role of the First Aid Response Lead is to attend the immediate vicinity of an incident occurring within the school campus to:
- 8.1.1 Assess and confirm the nature of the incident
- 8.1.2 Provide first aid to injured parties
- 8.1.3 Establish a cordon to prevent further endangering of staff and pupils
- 8.1.4 Initiate emergency action to prevent further injury or damage
- 8.2 Where it is not safe to undertake a physical investigation, a remote investigation by CCTV or other means should be considered.
- 8.3 It is essential that an initial assessment of the incident made and passed to the Incident Manager with a recommendation on whether to invoke a pre-determined “Evacuation” or “Shelter-In” plan is a matter of urgency.

9. Emergency Response Lead Off-site

- 9.1 The Emergency Response Lead is the most senior member of staff on a school trip or event away from the school premises.
- 9.2 The role of the Emergency Response Lead is to attend the immediate vicinity of incident to initiate / confirm the attendance of emergency services who can provide first aid to injured parties and to then ensure that all remaining pupils are located and moved to a nearby place of safety as soon as possible.
- 9.3 Once this has been achieved, they must contact the Incident Manager and give the names of pupils who have been injured, the nature of their injury and their current location.

10. Incident Management Team

10.1 The Incident Management Team (IMT) will comprise the following roles and on activation should meet in the Head's Office, School House or join a school-initiated video conference.

Function	Name	Alternate
1. Crisis Leader	Head	Senior Deputy Head
2. Incident Manager	Senior Deputy Head	Director of Estates or Finance
3. Welfare Lead	Deputy Head [Pastoral]	As Designated
4. Academic Lead	Deputy Head [Academic]	As Designated
5. Finance Lead	Dir. of Finance & Resource	As Designated
6. Estates	Dir. Of Estates & Operations	As Designated
7. Comms & Media	Head of Adm. & Marketing	As Designated
8. First Aid Response	School Nurse	Healthcare Assistant
9. IT	ICT Services Manager	Assit' ICT Services Manager
10. Admin	Head's PA	Senior Deputy PA
11. Logistics / Procurement	Purchasing Manager	As Designated

By its very nature, a critical incident is dynamic and allocation of staff to roles will reflect the circumstances, availability, relevance, and expertise in any given situation.

11. Shelter-In & Lockdown Procedure

11.1 Shelter in Signal

The signal for SHELTER IN is an intermittent ringing of the fire alarm. This will be followed by an email to all staff providing an update and identifying the incident as shelter in. A shelter in incident occurs when pupils and staff need to be indoors for safety as a result of a general risk in the locality e.g. a release of a hazardous material into the atmosphere.

11.2 Activation

A member of the estates team will activate the signal if made aware of an environmental hazard in the locality or upon request from an individual acting in the capacity of an Incident Manager under the Critical Incident Plan.

11.3 Action on Instigation: All Staff, Pupils, & Visitors

On hearing the shelter in signal, all staff and pupils must:

- Make your way immediately to the nearest building or designated refuge (whichever is closer)
- Go to your classroom.
- Remain in the classroom until further notice.

11.4 Designated Refuge

For pupils who are outdoors at break, lunch or during a Games Lesson on site, the designated refuges will be:

- | | | |
|--------|-------|----------------|
| 11.4.1 | MTPS: | Main Hall |
| 11.4.2 | MTGS: | Centenary Hall |
| 11.4.3 | MTBS: | Sports Centre |

11.5 Action of Teachers & Staff

1. Close windows and doors.
2. Make sure all ventilation/air circulation systems are switched off
3. Reassure all pupils. If possible, return to normal classroom activities.
 - a. Access your school email [Outlook]
 - b. Take a roll call and record the names of all persons present in the room.
 - c. Send roll call to the appropriate Head of School/Senior Deputy Head (Silver Lead)
 - d. Follow the guidance/instruction given via email.

11.6 Release

Normal activity and movement from any classroom or office, may only occur when a notification of "ALL CLEAR" has been advised in person by a member of the SLT or has been posted on the school email.

11.7 Lockdown

11.7.1 Signal

The signal for lockdown is an intermittent ringing of the fire alarm. This will be followed by an email to all staff providing an update and identifying the incident as lockdown. A lockdown incident occurs when there is an immediate risk to pupil and staff safety on the school site – for example a hostile intruder or a dangerous animal.

11.7.2 Action of Teachers and Staff

Please follow the **CLOSE** procedure:

- 1 Close *all doors and windows, draw curtains/blinds if present.*
- 2 Lock up *lock classroom doors shut.*
- 3 Out of sight minimise movement & move to away from doors / windows.
- 4 Stay *calm and be as quiet as possible / turn phones to vibrate*
- 5 Endure
 - b. Access your school email [Outlook]
 - c. Take a roll call and record the names of all persons present in the room.
 - d. Send roll call to the appropriate Head of School/Senior Deputy Head (Silver Lead)
 - e. Follow the guidance/instruction given via email.

11.7.3 **Action on Instigation: All Staff, Pupils, & Visitors**

On hearing the lockdown signal, all staff and pupils must:

- Make your way immediately to the nearest building or designated refuge (whichever is closer)
- Go to your classroom.
- Remain in the classroom until further notice.

11.7.4 **Release**

Normal activity and movement from any classroom or office, may only occur when a notification of "ALL CLEAR" has been advised in person by a member of the SLT or has been posted on the school email.

12. Evacuation Procedure

12.1 **Signal**

The signal for Evacuation is the sounding of the Fire Bell.

12.2 **Action on instigation – All staff & pupils**

On hearing the fire alarm all staff and pupils must:

- 12.2.1 Make their way immediately to the nearest fire exit.
- 12.2.2 Make their way calmly to their designated Muster Point.

12.3 **Muster Points**

There are currently three designated muster points as follows:

- 12.3.1 Stanfield: MUGA
- 12.3.2 MTBS: Main School Field
- 12.3.3 MTGS: Tennis Courts

12.4 **Action of Teacher**

Class teachers must:

- 12.4.1 Make a visual check on exiting a classroom that no pupil remains in room.
- 12.4.2 Take all pupils in their class directly to their designated muster point.
- 12.4.3 Take a rollcall of pupils present from their class / form.
- 12.4.4 Provide the names of any pupil un-accounted for to a Fire Marshall.
- 12.4.5 Remain with the class until released.

12.5 **Action of Marshalls**

Fire Marshalls will be allocated to individual buildings and must:

- 12.5.1 Make a physical check of all classrooms that no pupil remains in room.
- 12.5.2 Make a physical check of communal areas, changing rooms & toilets.
- 12.5.3 Report to Senior Deputy Head/Assistant Head Operations when satisfied specified building is clear.

13. Off-Site Evacuation Point

13.1 The off-site evacuation points are:

- 13.1.1 Stanfield: MTGS
- 13.1.2 MTBS: MTGS
- 13.1.3 MTGS: MTBS

14. Release

14.1 Normal activity and movement back to any classroom or office, may only occur when a member of the Senior Management Team declares "All Clear".

15. Communication

- 15.1 In the event of a critical incident, it is crucial that accurate, timely c, and proactive communication if conveyed to the relevant internal and external groups at all times.
- 15.2 Responsibilities for internal communication are detailed in the roles and responsibilities of individual team members, and oversight will be maintained by the Executive Head (Gold Lead)
- 15.3 All external communication will be managed and led by the Communications lead.
- 15.4 Template holding statements are provided as a basis for initial communications in Appendix 2 which are to be used in the event of an incident.
- 15.5 As soon as practicable, external communications consultants will be engaged to support all media relations, but it is imperative that such communications are delivered by a senior member of the Merchant Taylors' Schools' staff.

16. Resolution and De-brief

- 16.1 The response required to return the school to normal activity, in the aftermath of a critical incident, may require activity to extend over a considerable time.
- 16.2 Once the Crisis Leader is satisfied that any on-going action required can best be accomplished through the School's day-to-day managerial structure, the critical incident should be declared finished, and the Incident Management Team stood down.
- 16.3 If appropriate and prior to formal notification of being stood down, the Crisis Team should attend a "hot" de-brief session and should be held no later than 3 days after the initial incident.
- 16.4 The Crisis Leader will then organise facilitated debriefing sessions for all staff members and pupils, to discuss the incident and to give them the opportunity to emotionally process their experiences. This also provides an opportunity to assess whether follow support or counselling is appropriate.

- 16.5 A written report of the lessons learnt from the response to the Critical Incident should be made and any recommendations incorporated into changes to the Critical Incident Plan.

Appendix 1: Emergency Contacts

MTBS

IMT	Name	Contact Number/s
Executive Head		
Head		
Director of Operations and Estates		

MTGS

IMT	Name	Contact Number/s
Head (Joint Interim)		
Head (Joint Interim)		

Stanfield Merchant Taylors

IMT	Name	Contact Number/s
Head		
Assistant Head Operations		
Assistant Head Pastoral		

Other key contact details Governors and Support Staff:

Other key staff	Name	Contact Number/s
Chair of Governors		
ICT Services Manager		
Head of Admissions and Marketing		
Procurement Manager		

Key Suppliers	Telephone
Drees & Sommer (Estates services)	0151 430 2340
Gallaghers/AJG (Estates Insurance and Risk Management)	0800 612 3638 / 0151 601 6320
Todd & Ledson (Quantity Surveyors)	07977 417864
AJP Structural (Structural Engineers)	0151 227 1462
Brabners (Lawyers)	0151 600 3364
Bus Companies: Aintree Coachline	0151 526 7405
Timewells	0151 526 3209
Maghull Coaches	0151 922 9011
Caterers: Chartwells	07740 397211

External Agencies	Telephone
Southport and Formby General Hospital	01704 547471
Alder Hey	0151 228 4811
Aintree University Hospital	0151 525 5980
Royal Liverpool University Hospital	0151 706 2000
Merseyside Fire & Rescue	0151 296 4000
Merseyside Police	0151 709 6010

Appendix 2: Holding Statements

<p>1.</p>	<p>Generic Incident The School is currently dealing with an on-going incident and has, as a precaution, activated its Incident Management Team.</p> <p>Emergency services have been contacted and we are currently liaising with them to assess the impact on the School and confirm any immediate action needed.</p> <p>An up-date will be provided in 60 mins via our website / parent portal.</p>
<p>2.</p>	<p>Generic Incident – Emergency Services on site The School is currently dealing with an on-going incident and has, as a pre-caution, activated its Incident Management Team.</p> <p>Emergency services are in attendance, and we are currently working with them to account for all our pupils and staff.</p> <p>(Parents of impacted children will be contacted directly)</p> <p>We would ask you do not try to contact or come to the school at this time and an up-date will be provided in 60 mins via our website / parent portal.</p>
<p>3.</p>	<p>Shelter-In In response to the report of.....(<i>insert outline</i>) the School has initiated its Shelter-IN procedure and we are currently in the process of accounting/have accounted for all pupils and staff.</p> <p>While the emergency services deal with this please do not contact or come to the School.</p> <p>(Parents of impacted children will be contacted directly).</p> <p>An up-date will be provided in 60 mins via our website / parent portal.</p>
<p>4.</p>	<p>Serious Injury Today's events, which have resulted in the serious / minor injury of a member of the school have been a difficult / traumatic experience for all our pupils, their parents and our staff.</p> <p>While the emergency services continue to investigate these events, you will understand that we are unable to provide further details at this time.</p> <p>Our focus is on supporting those directly impacted and that we, as a community, support each other in the days ahead, as we seek to return to as normal an academic life as is feasibly possible.</p>

Appendix 3: Grab Bags

3.1 Grab Bags are located in the following locations:

MTBS - School House – Archive room at top of second floor staircase
MTBS - Reception - Ian Robinson Sports Centre – Under desk next to photocopier
MTPS - Stanfield Reception – Executive Assistant and School Secretary Office
MTGS – Reception – Behind old reception counter.

3.2 On the sounding of the relevant alarm, Silver Lead is responsible for collecting the Grab Bag and bringing this to the muster point.

3.3 Each Grab Bag contains the following:

1.	Stationery Pad	x 5
2.	Flip Chart Paper	x 3
3.	Marker Pens (box)	x 1
4.	Pens and Pencils (box)	x 1
5.	Blu Tack	X2
6.	Policy Logs	X 5
7.	Critical Incident Plan (printed copy)	X4
8.	List of Staff (+ contact numbers)	X1
9.	List of Pupils (current year)	X1
10.	High-Vis Jacket	x 4
11.	Torch	x 4
12.	Barrier Tape	x 4

Appendix 4: Bomb Threats Checklist

ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT

- 1. Remain calm and talk to the caller
- 2. Note the caller's number if displayed on your phone
- 3. If threat has been sent via email or social media, see appropriate section below
- 4. If you are able, record the call
- 5. Write down the exact wording of the threat

ASK THESE QUESTIONS AND RECORD ANSWERS AS ACCURATELY AS POSSIBLE:

1. Where exactly is the bomb right now?

7. What is your name?

--	--

2. When is it going to explode?

8. What is your address?

--	--

3. What does the bomb look like?

9. What is your telephone number?

--	--

4. What does the bomb contain?

10. Do you represent a group or are you acting alone?

--	--

5. How will the bomb be detonated?

11. Why have you placed the bomb?

--	--

6. Did you place the bomb? If not, who did?

12. Record time completed:

--	--

**INFORM DIRECTOR OF OPERATIONS AND ESTATES
DIAL 999 AND INFORM POLICE**

Name and telephone number of person informed	Time informed

This part should be completed once the caller has hung up and the Director of Operations and Estates and the Police have been informed

Date and time of call Duration of Call Telephone number that received the call

--	--	--

About the caller:

Male		Female		Age	
------	--	--------	--	-----	--

Nationality Well-spoken Irrational

--	--	--

Incoherent Foul language Taped/Recorded

--	--	--

Tone of voice

	Calm		Slurred		Lisp
	Crying		Excited		Rapid
	Clearing throat		Stutter		Deep
	Angry		Disguised		Laughter
	Nasal		Slow		Hoarse

Familiar (if so, who did it sound like?)

Accent (if so, what accent?)

Other noises

	Street noise		Motor		PA System
	House noise		Clear		Booth
	Animal noise		Voice		Music
	Crockery		Static		Factory
	Office machinery		Other:		

Remarks:

Name	
Signature	
Date	

ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT SENT VIA EMAIL OR SOCIAL MEDIA

- 1. Do not reply to, forward or delete the message
- 2. If sent via email, note the address
- 3. If sent via social media, what application has been used and what is the username/ID?
- 4. Dial 999 and follow police guidance
- 5. Preserve all web log files for your organisation to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

SAVE AND PRINT – HAND COPY TO POLICE AND SECURITY OR COORDINATING MANAGER

Retention period: 7 years

Appendix 5: Policy Log

Time	Issue / Information	Decision / Action	Allocated Owner

Appendix 6: Incident Management Team Agenda

IMT Agenda (Template)
<p>Section 1 – Introduction</p> <p>This is the (<i>name</i>) Schools Incident Management Team. I am ...</p> <p>I will start by taking a roll call by function, then give an outline of incident and then detail the priority actions needed to be taken.</p> <p>Please put your phones to silent and if you are on the conference bridge, please put yourself on mute. At the end of this meeting, I will invite contribution from non-functional leads.</p>
<p>Section 2 – Roll Call</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <ul style="list-style-type: none"> • Academic Lead • Welfare lead • Finance • IT </div> <ul style="list-style-type: none"> • Facilities • Logistics • Crisis Lead • Incident Lead • Comms/ Media • First Aid / Medical
<p>Section 3 – Current Situation</p> <p>Outline / Describe current picture/ assessment of key issues.</p> <p>Question: “Does anyone have different understanding of the issues or a more accurate assessment?”</p>
<p>Section 4 – Priorities</p> <ul style="list-style-type: none"> • Outline strategic goals set by GOLD • Review priority of strategic aims.
<p>Section 5 – Plan of action</p> <ul style="list-style-type: none"> • Outline key features of plan. • Allocate actions / scope of authority to functional leads. • Request up-dates on allocated Bronze tasks & actions <p>Admin to record action / owner / timescale</p>
<p>Section 6 – Recap</p> <ul style="list-style-type: none"> • Confirm strategic priorities, key elements of plan and priority actions to be undertaken. • Comments - Invite input from non-functional leads.
<p>Section 7 – Next Meeting</p> <p>Set date, time and venue for next session.</p>

Appendix 7: Responsibilities' Prompts by Role

7.1 Crisis Leader (Gold)

Co-ordination - initial response		Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and pupils will be reunited 	
C3	<p>Wherever possible, assign members of staff to relevant DI/CRT roles:</p> <ul style="list-style-type: none"> ▪ Incident Manager ▪ Communications ▪ Welfare ▪ Logist ▪ Estates Lead ▪ IT Lead ▪ First Aid/Remote member of DI/CRT 	
C4	<p>Remember to:</p> <ul style="list-style-type: none"> ▪ Allocate tasks amongst the DI/CRT ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of DI/CRT / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken and report to Logist 	
C5	Liaise with Comms lead to inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property in conjunction with Estates Lead	
C9	Inform governors as appropriate.	
E15	Make arrangements for the longer-term welfare needs of pupils and staff.	

C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	
C25	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
E25	Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
M5	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
M6	Be prepared to be interviewed by the media.	
M13	Be aware of media interest in memorials or anniversaries of the event.	

7.2 Incident Manager [Silver]

Ref'	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C12	Continue to allocate tasks amongst the CI/DRT Work closely with the CI/DRT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Via Comms lead, ensure that regular briefings are given to: <ul style="list-style-type: none"> ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services 	
C15	Work closely with the Comms lead to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

Ref'	Co-ordination - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the DI/CRT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C24	Arrange a debrief for school staff involved in the response.	
C26	Initiate a review of the school emergency plan.	

7.3 Logist

Ref'	Log-keeping - initial response	Tick / sign / time
LK1	Attend CI/DRT briefings. Keep a log of important information, actions taken and decisions made.	
LK2	Ensure that each member of staff keeps an incident log.	

Ref'	Log-keeping - ongoing response	Tick / sign / time
LK3	Provide administrative / secretarial support to the CI/DRT.	
LK4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
C23	Complete any necessary forms / paperwork.	
LK5	Record details of any expenditure incurred by the school.	

Ref'	Log-keeping - recovery	Tick / sign / time
LK6	Collate all incident logs, making copies if necessary.	
LK7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	

7.4 Remote member of CI/DRT / Trip Leader / Location Lead Bronze?

Ref'		Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	<p>Remember to retain any important items / documents. E.g.:</p> <ul style="list-style-type: none"> ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad) 	
E10	Avoid making comments to the media until parents / carers have been informed.	

E11	Do not discuss legal liability with others.	
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Ref'	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the headteacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils.	
E16	Consult the Crisis Leader (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign, Commonwealth and Development Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment). Check with Finance Lead on CI/DRT.	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number 	
E23	Ask the Crisis Leader (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	

E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	
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Ref'	Educational visit leader - recovery	Tick / sign / time
E26	Complete any necessary forms / paperwork.	

7.5 Pastoral Lead

Ref'	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the initial welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: <ul style="list-style-type: none"> ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) ▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident) 	

Ref'	Welfare - ongoing response	Tick / sign / time
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W4	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W5	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils. In the event of an incident during the holidays liaise with Comms Lead to issue standard statement to parents of other pupils.	
W6	Where possible, every child should be spoken to, and asked if they are alright, before they leave school.	
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W8	Ensure that staff take regular rest periods. Provide appropriate emotional support for staff	

Ref'	Welfare - recovery	Tick / sign / time
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W9	Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response. Liaise with Crisis Leader.	
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7.6 Finance Lead

Ref'	Business continuity - initial response	Tick / sign / time
BC1	<p>Assess the nature of the incident, e.g.:</p> <ul style="list-style-type: none"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications 	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary). Liaise with Trip Lead to ensure preservation of relevant documentation from remote locations.	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref'	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	Work with the Comms Lead to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	

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Ref	Business continuity - recovery	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

7.7 Academic Lead

Ref'	Academic Considerations	Tick / sign / time
AC1	Ensure that staffing levels are sufficient to allow the continued delivery of academic lessons in as normal a routine as possible. Arrange cover if necessary	
AC2	Liaise with IT Lead and Comms Lead to inform parents that learning will take place remotely if required. Explain rationale	
AC3	Liaise with IT Lead to ensure continuity of network availability and devices	
AC4	Liaise with Exam Boards and / or JCQ to inform them of incidents which may require special considerations	

7.8 Estates Lead

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the School entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: <ul style="list-style-type: none"> ▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. ▪ Ensure that media access to the site is controlled 	

M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M3	Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> ▪ CI/DRT briefing room ▪ Briefing area for parents / carers ▪ Media briefing room 	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

Ref'	Resources - recovery	Tick / sign / time
R10	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
R11	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
R12	Procure temporary classrooms if appropriate.	

7.9 IT Lead

Ref'	Resources - recovery	Tick / sign / time
IT1	Liaise with service providers to ensure continuity of Cloud-based provision and connectivity. .	
IT2	Deal with issues relating to pupil personal devices and arrange for replacement of damaged/lost hardware	
IT3	Deal with requests from other leads regarding communication, data extraction	

7.10 Comms Lead

Ref'	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO2	Record a new message on the school answer phone if appropriate. Consider using one of the agreed standard statements. Consider setting it to answerphone mode.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

Ref'	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services 	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Consider contacting local media outlets	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the Crisis Leader role in sending a letter home to parents / carers. This could include information on: <ol style="list-style-type: none"> 1. What has happened 2. How their child was involved 3. The actions taken to support those involved 4. Who to contact if they have any concerns or queries 	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	

C27	Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.	
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Ref'	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

Ref'	Media management - initial response	Tick / sign / time
M1	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
M4	Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.	

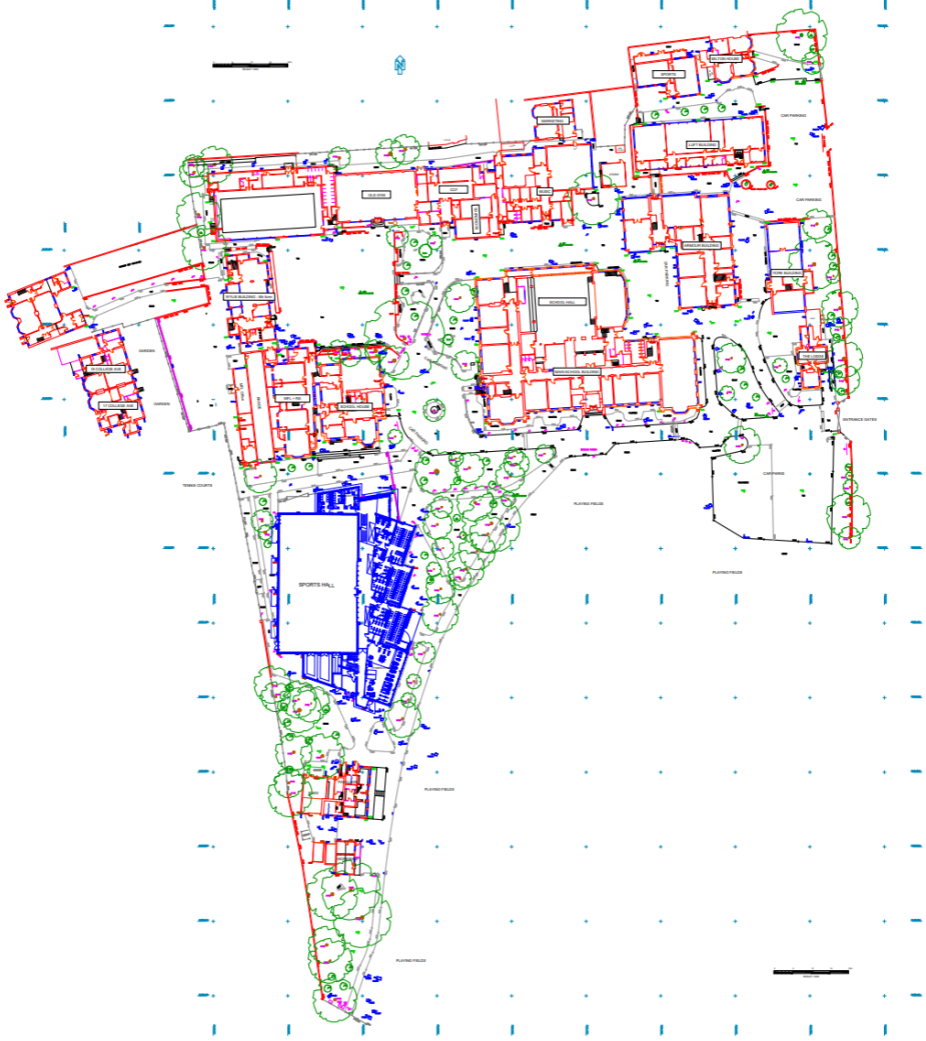
Ref'	Media management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the CI/DRT, emergency services and other organisations as appropriate.	
M9	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	
M10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers not to make any comments to the media.	

M11	Try to prevent the spread of misinformation (especially through the use of mobile phones).	
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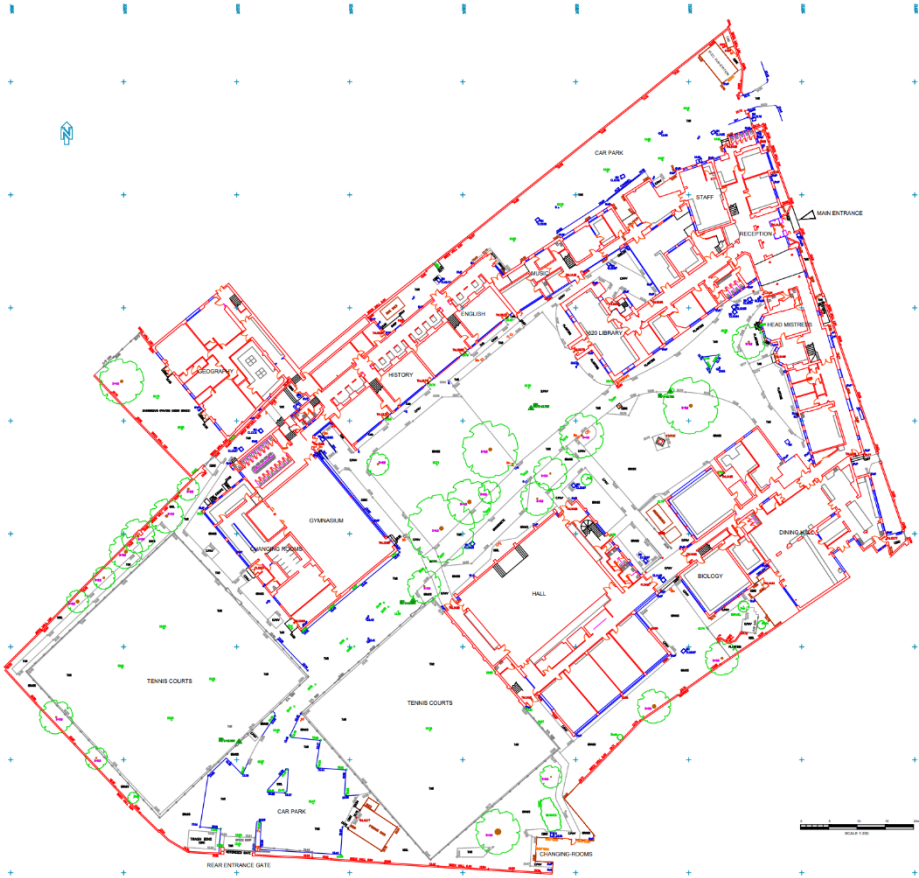
Ref'	Media management - recovery	Tick / sign / time
M12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	

Appendix 8: Site Plan

MTBS - Harrison Site:



MTGS – 1620 Site:



MTPS -



Appendix 9: Disaster Recovery Procedures

Response actions are detailed in Appendix 6 of this policy.

9.1. Buildings and Facilities

Generally, the long-term strategy for buildings and facilities will involve the reconstruction or repair of damaged buildings. Until this can be accomplished, the School will use other School facilities, temporary facilities on School property, or other local facilities that can accommodate School operations. Arrangements must be secured to allow for long-term use of these temporary facilities. These arrangements, depending upon the extent of the loss in terms of buildings may involve relocating students to under-utilised areas of the same site, relocating students to an alternate site which itself may include partnership arrangements with other local education providers or the procurement and siting of temporary accommodation on site. The views of insurers should be sought on this point given the cost implications involved.

With temporary relocation and the completion of all building construction, it is inevitable that furniture and other equipment will need to be acquired. The Director of Estates and Operations will evaluate the need for furniture and other equipment both in temporary facilities and in permanent replacement facilities. The Director of Estates and Operations must be able to act on short notice to provide furniture and other equipment to students and staff members in all situations, through renting or purchasing. This will be undertaken in conjunction with the Schools' Purchasing Manager.

A restored and functioning ICT system may provide a critical backbone in continuing operations if long-term building repair becomes a reality following a critical incident / disaster. An ICT business continuity plan will address these specific issues.

9.2. People

Merchant Taylors' Schools will need to support those staff members who may be ill as a result of a critical incident / disaster, hire temporary staff to support continuing education while staff members affected by the critical incident / disaster are away, or hire replacement staff members as needed to replace those lost from an event. One or more of these things can be done as needed until the School can regain its full operation.

The School has contacts with agencies and a list of available substitute teachers upon which they rely throughout the school year when a teacher is absent. These regular substitute teachers should be the first called upon to replace staff members who are unable to perform their duties; these substitute teachers are a logical first choice since they are already knowledgeable about the school and will not require further training. If further staff members are needed, they should be agreed with by the head of the department requiring the staff, and approved by the Director of Finance and Resources and / or the Headteacher.

Support staff will need to undergo training to become familiar with Merchant Taylors' Schools. This training will need to cover the everyday schedule and routines of the School, but also include training by the Deputy Head responsible for Safeguarding on how to assist the children in dealing with the recent incident. The additional staff will need to be available to talk about the recent critical incident / disaster if they are approached by their students.

9.3. ICT Systems

Please refer to the separate ICT business continuity plan.

9.4. Transportation

If buses are damaged or destroyed as a result of an incident, the School will immediately begin working with the School's insurance provider to address the financial loss. A quick response from the School is critical in order to ensure a timely recovery from transportation property loss. Resources then may be secured to repair or replace minibuses affected in the incident. Auto repair shops will then be identified to repair a damaged bus, or the School will work with a dealer to purchase a new minibus if the insurance provider determines that, financially, the damaged minibus is a total loss.

In the time required to restore transportation property, the School should continue with alternate transportation arrangements to ensure operational continuity. Alternate arrangements will likely include the contracting of all transportation services to an outside agency or rented vehicles.

9.5. Time Table

Day 1	
Evacuation of the affected premises	
Safety and security of staff / students	
Calls to emergency services	
Liaison with contractors re' making safe of buildings and services	
Notification to public / stakeholders – local radio bulletin	
Decanting of staff / students	
Security of premises	
Notify insurance company (see Appendix 1)	
Personnel liaison	

Temporary accommodation (if necessary)	
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Week 1	
Liaison with insurance company and loss adjusters	
School Business Manager receives quotations for repair	
Redirection of post – if moved to a new location	
Liaison with utilities regarding damaged premises	
Meeting of DRT to plan recovery and allocate details of responsibilities	
Write and distribute letter to all parents and staff	
Liaison with the surveyors regarding structural damage	
Temporary hire of buildings and relocation to alternate premises	
Hire / purchase of equipment needed to continue school services	
Data recovery and improvement of storage system	
Pollution control	
Provision of temporary staff	
Provision of any counselling services to both students and staff members	

Month 1	
Regular updates from service recovery owners and critical incident / disaster owners	
Progress insurance claim, liaise with loss adjustors and submit quotations	
Possible repair/refurbishment work commences	
Regular staff updates	
Secure additional temporary funding if required	
Make necessary changes to the DRP	
Improve ICT security systems and firewalls if necessary	
Permanent improvement to security (can be done along with repairs/ refurbishment)	

Month 2	
Repair/refurbishment work continues, with weekly progress update to maintain on track	
Continue to progress insurance claim and liaise with loss adjustors	
Regular staff updates	
Maintain contact with the financial services to continue funding for necessary work if required	

Month 3	
Repair/refurbishment work continues with weekly progress update to maintain on track	

Continue to progress insurance claim and liaise with loss adjustors	
Regular staff updates	
Maintain contact with the financial services to continue funding for necessary work if required	
Reevaluate the DRP once the staff has had time to reflect on the critical incident / disaster and what could have been done differently	
Document the recovery stage	

9.6. EVALUATION PHASE

Immediately after a critical incident / disaster has taken place and been addressed, this CI / DRP should be reviewed. This document will again be reviewed three months after the incident; this will allow enough time for immediate changes to be made as well as time for staff members to reflect on the critical incident / disaster recovery progress and methods for improvement.