

# Cowbridge School



## Critical Incident Policy & School Emergency Plan

1. Critical Incident
2. Fire / Emergency
3. Snow Procedures
4. Safe Mode

**Formulated by:** Mrs D Thomas, Headteacher

**Adopted by Premises Committee:** 28.11.13

**Last Reviewed:** October 2025

**Review:** Annually or as new statutory guidelines become published/changes occur

**Next Review:** Summer 2026

**Date of any amendments made to policy & brief points:**

Date	Section	Approved by
22.6.23	Page 3 - Update to CIMT members, P8 - CIMT rota added. P9 - Change to assembly points. P10 - Update to action when fire alarm sounds. P12 - Duties of Asst Bus Mgr designated to Office Mgr and Assembly Area for Nursery-Y6 added. P13 - Evacuation of L block instructions added. P16 - Amend to Snow Procedures, P17 - Amend to Safe Mode	MGB 12.10.23
Oct 25	Change to CIMT members only	N/A

## SECTION 1: RESPONSE TO A CRITICAL INCIDENT

### 1. Rationale

A critical incident policy is essential if the School is ever faced with a serious incident which requires a swift and effective reaction to meet the needs of all stakeholders in a rapidly developing situation. This policy sets out the responsibilities of each member of the response team.

### 2. Aims

- To ensure that swift and appropriate action is taken the moment the School is made aware that a critical incident has occurred.
- To provide accurate information effectively to staff; students; parents/carers; governors and the LA.
- To offer sensitive, non-intrusive support in the short and medium term to all those affected directly or indirectly by what has happened.
- To maintain as far as possible, the normal routines of school life so as to offer a secure framework of continuities to all students

### 3. Definition – what is a critical incident?

*“An event or events, usually sudden, which involve the experience of significant personal distress to a level which potentially overwhelms normal responses, procedures and coping strategies, and which is likely to have emotional and organisational consequences”*

#### 3.1 **Critical incidents & Major Emergencies may include:**

- bomb threat/alert;
- collapse/major damage to building or equipment;
- disappearance or abduction of student;
- fatality/serious injury within school, or on an educational visit or serious assault/sexual assault;
- fire in school building;
- flood/windstorm or other natural event;
- fumes/spill/leak/contamination by hazardous material;
- outbreak of disease;
- siege/hostage/firearms;
- interruption to power or water supply.

#### 3.2 **The Difference between Critical Incident and Major Emergency**

It is important to recognise that the impact of such events upon the School community will vary. A distinction is made between Critical Incidents and Major Emergencies and each could require a different type and scale of response.

**Critical Incidents** are defined as an involvement in or direct witnessing of a tragic or shocking event and will be managed at the School by the Headteacher, together with support from the **Critical Incident Management Team** and professionals at the LA and other outside agencies. Debriefing is a key part of the process in order to prevent the development of distressing reactions and post-traumatic stress disorder.

**Major Emergencies** in which children are involved (e.g. aeroplane crashes and train crashes) are handled by the emergency services in conjunction with the CIMT.

A school emergency situation may involve fire, bomb threat etc. and involve a response to minimise injury and evacuate to a safe environment.

#### **4. Effects:**

The effects of a critical or traumatic incident can be wide ranging and can impinge upon family, other children [particularly those close to the child or the incident, or who may be emotionally vulnerable themselves] and upon the staff of the School.

##### **4.1 On children**

The potential effects of a traumatic incident upon children are significant. They might include: recurrent dreams of the event; feeling as if the event is recurring; sleep disturbance; guilt about surviving; diminished interest in significant activities; feelings of detachment; exaggerated startle response; memory impairment; trouble concentrating; disturbing images and memories of the event; avoidance of activities which recall the event. The reactions of the child will be influenced by his or her developmental stage, and may range from separation anxiety in the very young, apparent indifference in younger children, to feelings of guilt or revenge in older children.

##### **4.2 On the School Community**

The effects upon the School community of a traumatic incident (whether occurring at the School or involving students away from the School environment) can be profound, disruptive and long lasting. The immediate impact may involve shock, particularly to those who witnessed the event, disruption of the timetable, new responsibilities for staff in supporting children and informing their parents, and communication difficulties.

After the event there may be continuing need to support and monitor students who have been affected and to support staff. The consequences for a school may last for a year or more and involve the students, staff and governors.

#### **5. The Critical Incident Management Team:**

##### **The CIMT for Cowbridge School 3-19:**

1. Mrs Thomas, Headteacher
2. Mr Ling, Deputy Headteacher
3. Mr Griffiths, (Acting) Deputy Headteacher

4. Mrs Williams, (Acting) Deputy Headteacher
5. Mr Coates, Assistant Headteacher
6. Mr Francis, Assistant Headteacher
7. Mrs Leftley, Assistant Headteacher
8. Mr Burgum, Assistant Headteacher
9. Mr Lewis, Assistant Headteacher

## **6. Receiving the Alert:**

The alert may come from:

- staff member;
- pupil;
- police;
- parents/carers;
- media;
- other sources.

## **7. Immediate Action by Staff at the Scene:**

1. Assess the risk;
2. Safeguard the welfare of the students and adults present at the scene as a priority;
3. Contact the appropriate emergency services;
4. Ensure that any immediate action taken to protect people or property does not give rise to further risk;
5. Control the flow of information from the students (by means of mobile phones etc.).

## **8. Brief the Critical Incident Management Team by (see Appendix 2):**

1. Contact the CIMT as soon as possible.
2. Share information about the incident.
3. Allocate responsibility for immediate and short term tasks.
4. Find out what has happened.
5. Where and when the incident occurred.
6. Names of those injured? How many people? Extent of injuries?
7. Current location of those injured? Name and contact number of an adult with them?
8. Current location of those NOT injured? Name and contact number of an adult with them?
9. Who was involved in or observed the incident?
10. Further assistance required?

## **9. Immediate Action by The CIMT - Collecting Information (appendix 2):**

Upon receiving the alert, the Headteacher, Deputy or the most senior member of the SLT present will collect the relevant information to enable action to be taken and information to be passed to the relevant authorities/emergency services.

**The information required will be:**

1. What has happened?
2. Where and when? Action taken so far?
3. Have the emergency services been informed / have they arrived?
4. Name and contact number of an adult at the incident site;
5. Extent of injuries, number and names;
6. Location and number of injured, name and contact number of adult present (any access problems at the scene if not on site?);
7. Location of uninjured, name and contact number of adult present;
8. What immediate help if any is required from the School?
9. Who has been informed?
10. What has been said? What has happened?

*The Headteacher or Deputy must initially decide on the **level of response** needed:*

- Can the School cope alone?
- If not, alert the LA through single point of contact;
- Inform staff on site.

**10. Next Steps:**

1. Ensure there is no immediate risk to the community;
2. Locate the CIMT team and brief the team;
3. Nominate team members to key tasks;
4. Arrange telephone communications and agree information to be released;
5. If the incident has occurred on a planned school trip, obtain the file from Mr Coates, Assistant Headteacher. This will detail contact numbers and details of students and staff on the trip;
6. Contact the families of those involved;
7. Inform school staff;
8. Inform students;
9. Inform Governors/LA etc.;
10. Manage the media.

**11. Contacting the Families of those involved:**

**Note:**

- In the event of death, the police will take responsibility for informing relatives in person;
- Nominate a member of staff to accompany the Police if appropriate;
- In the event of serious injury, CIMT would make contact, so do so quickly and sensitively. If the person cannot be reached directly, then:
  - (a) Leave a brief message asking them to call a particular number, making the message simple;
  - (b) Use a reliable neighbour or another parent/carer to put a note through the door asking them to telephone the given number.

- **Prepare what to say with care.** Give the facts and express sympathy and concern. Inform parents/carers of the action being taken and, if possible, indicate when further information will be made available. Do not mention fatalities specifically. Avoid references to blame and liability. *Remember the Media are likely to elaborate this statement;*
- It may be appropriate to invite parents/carers into the School in readiness for further information. Some people may need immediate emotional support at this stage;
- Parents/carers will need to know whether to go to the scene of the incident, come into school, or to travel to another location.

#### ***With Families Not Directly Involved***

The CIMT should consider preparing a letter to all parents of students in the School. This letter should explain what has happened and let parents know that their children may be distressed. It would also be advisable to outline counselling services and school action in the immediate aftermath of an incident.

### **12. Informing School Staff:**

- Provide staff with factual information about the incident, so that they can feel confident about handling questions from students;
- Tell them when the information will be updated e.g. break-time;
- Encourage staff to refer to the CIMT when in doubt (using an agreed internal line);
- Be aware that staff may also be overwhelmed by the information about the event.

#### ***With Students and Staff Directly Affected***

Students and staff who were involved in or witnessed the incident should be identified quickly as they may require higher levels of support. The CIMT to decide on appropriate support – this could involve staff who have had counselling training or LA similarly trained staff.

#### ***With Staff Not Directly Involved***

Staff should be informed as soon as possible. Preferably, this will be at a specially convened staff meeting. Advice should be given on managing the students and on media enquiries. Staff are most likely to be asked if they will brief other students in the School.

Staff should be able to decline this task if they feel unable to do so. The CIMT should be sensitive to the problem particular staff may have with the incident and should ensure that support is available for these staff.

### **13. Informing Students:**

- Decide whether it is better to talk to the School in class groups, year groups, or individuals;

- Consider asking members of staff who are well known to the students and who feel confident in handling their reactions to do this;
- Tell students what has happened and allow them to ask questions.

***With Students Not Directly Involved***

This should be done in the smallest groups possible - classes, tutor groups. Students' questions should be answered as straightforwardly as possible. Staff who undertake this task should be told to pass on facts only and never to speculate on the causes of the incident or its consequences. Where questions cannot be answered at the time, that should be said.

**14. Managing the Media:**

- Contact the LA's Press Office for assistance in managing any contact with the media;
- The Headteacher should agree with the Press Office, the most appropriate spokesperson for the incident; ordinarily this is the Headteacher or Deputy Headteacher.
- Prepare a narrative;
- Control all access points to the School, but designate an area to brief the media that allows you some control of them;
- Keep the press area separate from the gathering place for students/staff.

**15. Arrange Telephone Communications:**

Dedicate a particular line to outgoing calls. People wanting to contact the School for details will quickly jam the main telephone line. To avoid this situation consider using mobile telephones.

**16. The Next Step for the CIMT:**

1. Seek support for handling feelings and reactions;
2. Inform the wider community;
3. Identify contentious curriculum issues;
4. Release a more detailed press statement (if appropriate);
5. Prepare information for parents.

**17. Seeking Support for Handling Feelings and Reactions:**

The Educational Psychology Service can provide support and they have specialist training in critical incident debriefing.

**18. Inform the Wider Community:**

The School may wish to contact neighbouring schools and community groups if there are siblings of children involved in the incident.

**19. Identify Contentious Curriculum Issues:**

There may be aspects of the curriculum immediately following the incident that could trigger unpleasant reactions. Such sources of reminder could be:

- Literature;
- Items in assemblies;
- Episodes within the Curriculum.

It is important to anticipate these sources and possible reactions.

## 20. The Press Release:

**The CIMT Spokesperson** (Headteacher) should consider informing the press not only of the details of what happened but of the actions taken to manage the situation.

- Avoid jargon, acronyms etc.
- Use simple everyday language;
- Check it for spelling, grammar and general comprehension before releasing.

If comments are to be made on positive qualities of the School, quotes might be taken from the most recent Estyn inspection report.

### **General Media:**

In facing the media:

#### **TRY TO**

- Respond to “what” and “when” questions;
- Tell your story concisely, accurately and get the School’s key message across;
- Consider, when possible, the needs of the audience;
- Choose your own time to report to the Media;
- Prepare and rehearse so that everybody is given the same information.

#### **TRY NOT TO**

- Reply to “how” and “why” questions;
- Speculate;
- Make off the record comments;
- Make promises you may not be able to keep;
- Make excuses or blame others;
- Respond to unattributed quotes (“one of your staff tells me that.....”);
- Say “no comment” – explain why you cannot comment;
- Allow words to be put into your mouth.

## 21. Prepare Information for Parents:

It may be sufficient to inform parents by sending a letter with their children. In some circumstances it may be appropriate to call a meeting to the School, especially if the incident is one that will generate concern about an aspect of the School’s organisation.

## 22. Support after the Event:

*Consideration needs to be given to the following:*

- Contacts for support and advice;
- Debriefing and support for teachers and staff;
- Debriefing sessions for students;
- Longer Term Support;
- Advice to Parents.

### **23. Re-establishing Normal Routines:**

Continuity is important for both staff and students. The normal day and routines should be re-established as quickly as possible. School closure should be avoided if at all possible.

#### ***Return to School by Students / Staff Directly Affected:***

The School should consider how re-entry should be managed. The staff / students are likely to need significant support to reintegrate back into school life.

### **24. Critical Incident Management Strategy – When the School is not in Session:**

When the School is not in session, different arrangements to those described above will apply.

#### ***During Term Time***

The Headteacher or the most senior member of the SLT available should arrange for the SLT to meet as soon as notified of the critical incident. The strategy will then follow the steps outlined above as if the School was in session.

#### ***During School Holidays***

- The Headteacher will arrange an SLT duty rota (Headteacher, Deputy Headteacher and Business Operations Manager) ahead of all school holidays. (This will be published to all staff and to the Chair and Vice Chair of Governors);
- The member of the SLT who is on call does not need to be on site but should ideally be within 1 hour's driving distance of the School. Their responsibility will be to respond appropriately following the strategy outlined above. They would most probably call together all available members of the SLT to assist;
- The CIMT is responsible for the maintenance of the data record that allows the School to contact staff, parents and students. This will be available to the duty member of the SLT responding to the incident;
- The School Business Operations Manager retains overall site responsibility.

## Section 2: SCHOOL EMERGENCY MANAGEMENT PLAN

### Procedures to secure the immediate safety of individuals and groups in an Emergency Situation

In any emergency the aim is to get the students, staff, visitors and any other members of the public out of the building in the quickest, most orderly fashion and to assemble them so that they may be counted. The staff's first reaction on hearing the signal must be to get their students to the assembly points.

### General Procedures for fire and evacuation in any emergency

1. **Warning:** The continuous Fire Alarm Bell will be the signal to evacuate the School premises.
2. **Evacuation Procedure:**
  - An emergency evacuation could take place at any time and may not be the result of a fire;
  - Your safety and those around you come first;
  - All visitors must always sign in (and out) as soon as they arrive on site;
  - ***All staff, pupils and visitors must sign out when they leave the site, even if this is for lunch, or to pick something up from town, etc.*** Failure to do so could risk their lives, or the lives of other people in the search for them.

3. **Assembly Points:**

**MAIN** Assembly Point for Years 7 to 13: **Main Car Park within the bus bays**

**MAIN** Assembly Point for Nursery to Year 4: **Lower School MUGA fenced area**

Alternative Assembly Point: **Artificial / all-weather pitch**

**(before 8.30am and after 2pm and any other time directed by the Headteacher).**

4. **Staff Instructions:**

#### **Actions to be taken in the event of a fire**

- In the event of coming across a fire, go straight to the nearest accessible Manual Call Point (Break Glass) to set the fire alarm ringing. These call points are situated near the fire exit routes
- If the fire is small enough to tackle and *you have been trained in the use of a fire extinguisher then you can attempt to put the fire out.* Do not put yourself or others in danger.
- Evacuate the building and supervise pupils/staff to the assembly point.

- Go to the assembly point
- Notify the School's Headteacher or a Senior member of staff on duty at the assembly point, of any relevant information.

**Actions to be taken by staff, pupils and visitors in the event of a fire alarm sounding**

- **All staff and pupils must immediately make their way, quickly and calmly, to the main assembly points (Main car park Y7-13) (L Block MUGA Nursery - Yr 4). Staff will ensure visitors are directed to the nearest exit and that all visitors assemble either at the main car park or L Block MUGA depending on time of evacuation.**
- **Before 8.30 and after 2pm when the main car park is used for bus drop off and pick up, the assembly point for pupils years 7-13 the assembly point is the pitch adjacent to the car park/bus bay, unless directed otherwise by the Headteacher.**
- **If the fire is in block B, C or D and prevents safe assembly at the main car park, or if the main car park is full with vehicles, the Headteacher will instruct senior staff to redirect all people or advise of the alternative assembly point.**
- **If the fire is in E block and is before 8.30 and/or after 2pm the alternative assembly point will be the main field behind the school garage. Regardless, the Headteacher will communicate this decision to all senior staff who will then direct all people accordingly.**
- Form tutors/Leaders of Achievement 7-13, will pick up their group's register from the Achievement Team. Master registers will be available as a contingency co-ordinated by the Office Manager.
- Form Tutors will register the class (lined up in alphabetical, register order) and return the register immediately to the Achievement Team. Assistant Headteachers (Heads of lower, middle, senior) who will inform the Headteacher/Deputy Headteacher of missing children/staff via radio. Form tutors should then ensure that the pupils in front of them remain in line, in silence and in an orderly manner and wait for an instruction to dismiss the pupils by the Headteacher.
- Class teachers for Nursery-Y4 will have registers. Class teachers will take the registers and report any missing children to the Y3-19 AHT (Mr Green). Mr Green will liaise with the Deputy Headteacher and Headteacher to co-ordinate communication. In the absence of AHT Y3-19 (Mr Green), AHT Y3-19, Mr Coates will stand into this role.
- All remaining staff and visitors must be registered with the Office Manager and his/her deputy;
- Staff who are reserves for registering classes will check to make sure they are not required and ensure that they are registered with the appropriate member of staff;

- Support staff not taking registers will stand in the assigned place, so that they can be registered and accounted for;
- Any issues / problems identified during the evacuation must be reported to the Headteacher.

Pupils in Y7-13 with Personal Emergency Evacuation Plans (PEEPS) will assemble in the marquee. The exception to this is for pupils located on the lower floor of Block A, these pupils will assemble on the MUGA to the rear of Block L (Lower School).

### **Duty of Block Supervisors**

- Block Supervisors **MUST** wear high visibility jackets which are kept in their office / classroom unless securing the jacket poses a risk;
- The role of the Block Supervisor is to make sure the floor or building they are assigned to is fully evacuated. If other Supervisors from your building or near to your area are absent, then after evacuating your area, help evacuate any immediate area. Shut all fire doors as you conduct your sweep;
- If the fire is in your building and it is of a manageable size and you have had the necessary training, without putting yourself or others at risk, you may attempt to put the fire out. Fire extinguishers are located at the fire exits and in some cases near the exits of classrooms, such as science. Leave the building and phone the Office, who will contact the emergency services;
- The Block Supervisor is to make a decision on alternate evacuation routes if fire, smoke or other incident makes use of the prescribed evacuation route unsafe. They are to instruct other staff and pupils as to the alternate route to use;
- Report to the Headteacher at the assembly point, the status of the building - if clear, fire location, etc.
- Make note of any weak points in the evacuation, such as people having to queue at a particular set of stairs, etc. and report this information back to the Headteacher and/or the nearest member of SLT

### **Duty of Caretakers**

- Caretakers must wear high visibility jackets, kept in reception and take a two way radio to keep in contact with the Headteacher. Check that the walkie-talkie is set to channel 1, so everyone is on the same channel;
- The caretakers on duty will assist the Headteacher in assessing the existence of a fire and reporting their findings to the Headteacher / Deputy Headteacher/Business Manager.

## **Duty of Headteacher**

- The main role of the Headteacher is to co-ordinate the evacuation and be the point of contact for the emergency services;
- In the absence of the Headteacher, the Deputy Headteacher is the nominated deputy;
- The Headteacher will communicate by two way radio;
- The Headteacher is responsible for making the decision as to whether the main assembly point is to be used (during the period prior to 2pm) or whether the alternate assembly point is to be used. Reasons that would prompt such a change would be the location of the fire or vehicles / equipment in place on the main assembly point. The SLT will deploy support staff and Block Supervisors to redirect all to the alternate assembly point, should this be necessary;
- **Do not switch off the fire alarm (or the sprinkler system if block A and L).** The Headteacher will liaise with the Fire Service, giving any relevant information of the position of the fire, if anyone is suspected to be in the building etc.;
- The Deputy/ Assistant Headteacher will inform the Headteacher of the existence or otherwise, of the fire. If there is no fire, the situation has been assessed and the fire alarm panel has been reset, the Headteacher will decide when it is safe to return and will inform the relevant SLT;
- Two way radios and high visibility jackets must be returned to reception after the event;
- The Deputy Headteacher/Assistant Headteacher will investigate the evacuations and submit the findings. The emergency evacuation procedures will be reviewed if there are significant changes. The Headteacher will inform the relevant people of the changes.

## **Duty of The Office Manager or Receptionist**

- The Office Manager will ensure that a high visibility jacket, two way radios and registers are available from reception. Check that the radio is set to channel 1, so everyone is on the same channel;
- The Office Manager or designated deputy will go to the assembly point to oversee the registers and to ensure that all support staff have been evacuated;
- Two way radios and high visibility jackets must be returned to reception after the event (with the exception of senior staff). The Office Manager must quality assure the return of this equipment.

### **Assembly Areas (Y7-13)**

- The main assembly point is at the bus park at the north end of the site behind block C. Under some conditions this will not be possible to use this assembly point, such as the buses being on site or fire in blocks B, C or D - in which case it would be dangerous to move everyone past these blocks. Under these circumstances, the use of the artificial / all-weather pitch at the south end of the site behind block E will be used.

### **Assembly Areas (Nursery-Y4)**

- The main assembly point is at the Multi Use Games Area (MUGA) L Block.

### **Procedures to follow in exam halls**

- Information is to be relayed to the students and staff *at the start of every exam*, stating that there will be no planned fire alarm test during the period of the exam. Upon hearing an alarm, students will turn their paper over and put their pens down;
- For the Main Hall and Sports Hall, the students must wait in their seats with exam papers turned over and pens down. The senior invigilator will make a note of the time. The senior invigilator will evacuate the students (in silence) and staff, in an orderly way, to the nearest safe fire exit and assemble at the rear of A block, next to the Garage. Every effort must be made to ensure that students do not talk to each other at this time;
- If exams are in the classrooms then students are asked to turn over their papers and evacuate the buildings as normal. The member of staff invigilating will make a note of the time. Students are escorted (in silence) to the rear of A block next to the Garage;
- A register of students and staff must be taken by the Senior Invigilator;
- Once assembled and all exam personnel accounted for, the Senior Invigilator will dispatch a responsible individual to the evacuation point to report that all exam personnel are accounted for. That individual is to return to the Senior Invigilator and advise that the information has been passed on;
- ***In specialist classrooms such as the science labs, make sure the areas are safe and evacuate the building. The gas will automatically cut out in the event of a fire in block A, but press the manual cut-off point whenever evacuating the buildings, as the fire could be in another block and the gas will not necessarily cut out. Doing so could prevent the fire spreading to other buildings.***

## **Fire Evacuation Procedures**

The following procedures are to be implemented to help smooth the evacuation process, so that it is safer and quicker.

## **Evacuation of Blocks B, C, D and E**

Evacuation of these blocks is via the nearest fire exit route, making use of all stairs and all exit doors where safe. Avoid routes where smoke or fire can be seen.

## **Evacuation of Block A**

Congestion during evacuation is greatest in this building. The following evacuation routes are designed to make this more efficient, whilst keeping the procedures simple to follow in an emergency.

- **Level 1** – Use the nearest fire exit.
- **Level 2** – Exit using the main entrance and avoiding stairs.
- **Level 3** – Exit via the rear stairs to the fire exits.

*Avoid routes where smoke, fire or other barriers can be seen.*

## **Evacuation of Block L (Lower School)**

Nursery and reception are to evacuate via the classroom fire doors and walk around the building to the MUGA. Years 1 and 2 are to evacuate to the rear of the school via the classroom fire exit doors to the MUGA. Years 3 and 4 are to evacuate via the nearest fire exit on the downstairs floor (GF stair core 01).

All staff within L block are to evacuate via the nearest exit point and assemble on the MUGA.

### **Routes to the Assembly Points**

**The main assembly point is at the Main Car Park (Bus Bays) at the north end of the site behind block C.**

*Under some conditions this will not be possible to use this assembly point, such as the buses being on site or the fire is in blocks B, C or D, in which case it could be dangerous to move everyone past these blocks. **Under these circumstances the use of the artificial / all-weather pitch at the South end of the site behind block E will be used (known as the alternate assembly point).***

In normal circumstances all safe routes can be considered in getting to the assembly point quickly. If you can see a path that is blocked by lots of people using it, take another route.

The following two routes do need procedures to help with safety and flow of people-

### **Narrow path by music and bike shelters**

As this is a narrow path located between the block A and a steep bank (and a bike store), this cannot be considered a safe route to reach the assembly point. The exception is for people in music classrooms who should evacuate using the nearest fire exits.

**See below for staff and responsibilities:**

<b>Block Supervisors (Assist with prompt evacuation)</b>		
<b>Block A</b> CL Performing Arts (A1) CL D&T (A1) AHTs (A2) CL Biology (A2) CL Physics (A3) CL English (A3)	<b>Block B</b> CL Welsh (B1) CL MFL (B2)	<b>Block C</b> CL Geography (C1) CL Maths (C2)
<b>Block D</b> CL Art	<b>Block E</b> SLoA (E1) CL ICT (E2) AHT	<b>Block L</b> <b>Block Supervisor - Mr Green</b>  <b>AHT (N - Y4) Lower Floor</b>

	<b>Designated to:</b>	<b>1<sup>st</sup> Reserve</b>	<b>2<sup>nd</sup> Reserve</b>
<b>PHONES</b>	Reception	Admin Staff	
<b>REGISTRATION OFFICER</b>	Office Manager	Office Staff	CIMT Team
<b>SUPPORT STAFF CHECK</b>	Admin Staff	Office Staff	CIMT Team
<b>YEAR GROUP COLLATORS</b>  <b>YEAR 7 - 13</b>	Support Staff	Support Staff	CIMT Team

***In the event of the Headteacher and the Deputy Headteacher being absent, an Assistant Headteacher (3-19) from the Critical Incident Management Team will deputise for the above role.***

### **SECTION 3: 'SNOW' PROCEDURES**

The School's policy is to remain open where at all possible, unless doing so poses a threat to the health and safety of pupils or staff.

In the event of serious weather, the procedure is:

1. Mrs Thomas, Headteacher to liaise with Mr Ling, Deputy Headteacher and Mr Coates, Assistant Headteacher and CIMT.
2. Mrs Thomas (Headteacher) to make a decision and inform the SLT.
3. Mr Ling or Mr Coates to liaise with ICT staff and admin staff to update the School website, text/email staff/parents and update the School phones with the decision. Mr Ling or Mr Coates to inform the Local Authority.

## SECTION 4: 'SAFE MODE PROCEDURES'

### 'Safe Mode'

In the event of us being aware of an actual or potential critical incident (e.g. intruder(s), which may potentially cause harm to pupils and staff the School will instigate '**Safe Mode**'. This will aim to keep pupils and staff safely inside the building, away from the critical incident.

This may be necessary if there is an intruder(s) on the School site, if a particular hazard has come to light, or for any other reason when we need to gather the School together as a matter of urgency. *This means the opposite to fire evacuation.*

The need for us to progress immediately to a '**Safe Mode**' situation will be the sounding of a phone tannoy.

The decision to progress to a **safe mode** situation will be taken only by the most senior member of staff present in school, normally the Headteacher or Deputy Headteacher.

In 'Safe Mode' classes must remain in the room in which they are being taught. Exceptions are:

- In the case of PE, if safe, pupils and staff should return to the changing rooms or the nearest place of safety;
- If pupils are in examinations, they will remain in their examination rooms;
- If the need arises during break or lunchtimes, pupils must go to the nearest building. Once there, they should wait for instructions from staff in the relevant block.

Any immediate action taken is to safeguard the welfare of the School community and ensure it does not give rise to further risk.

### **Procedure**

1. Close windows and blinds in classroom;
2. Secure classroom doors by using the thumb turn, and secure doors to the outside blocks. Where there is no thumb turn, use desks to barricade the door. The most senior member of staff in the building or block is to secure the outside door;
3. Staff and pupils will need to remain silent, sit on the floor and if possible under desks;
4. Phones will need to be put on silent;
5. All staff without classes should remain in their room or go to the nearest safe room, following the above procedure;
6. Staff and pupils will remain in 'Safe Mode' until the all clear is given;
7. The 'all clear' will be communicated via members of SLT.

**Head  
Teacher  
or  
Deputy**

## **INCIDENT / THREAT**

Headteacher or Deputy to assess level of threat  
Raise alarm and **instruct 999 call**

## **'SAFE MODE SITUATION'**

Instruct sounding of tannoy

## **'SAFE MODE PROCEDURE' - 1**

Pupils / staff to remain in their classroom  
Exceptions:  
PE pupils and staff to return to changing rooms or nearest place  
of safety  
Pupils sitting exams to remain in the exam room  
During break or lunchtimes, pupils must go to the nearest  
building and then wait for instructions

**All  
Staff  
Pupils  
and  
Visitors**

## **'SAFE MODE PROCEDURE' - 2**

Close all windows and blinds  
Secure classroom by locking door  
Use desks to barricade the door (if no lock)  
Secure doors to the outside blocks  
Staff and pupils to remain silent, sit on floor under desks  
All phones on silent  
Anyone in corridors to go to nearest classroom  
Remain in 'Safe Mode' until all clear by Senior Staff

## Appendix 1: CHECKLIST EMERGENCY MANAGEMENT PLAN – CHECKLIST

Have emergency contact numbers been confirmed with relevant emergency services?
Are the emergency contact numbers prominently displayed on the front cover of the plan?
Does the plan clearly specify procedures for reporting emergencies to the emergency services ?
Are potential risks within and up to a kilometre from the School identified?
Does the plan include procedures for issues specific to your school or community?
Are alternative evacuation assembly areas listed including one at least a kilometre from the School?
Does the plan identify how food, shelter, toilets will be provided during an extended evacuation?
Is a site plan included which displays emergency exits, access roads, water, gas and electricity supply points?
Does the site plan show the location of fire extinguishers, hose reels, hydrants, and alarms?
Does the plan include procedures for lockdown of the School when a situation requires isolation rather than evacuation?
Are the roles and responsibilities of key personnel clearly defined – principal as emergency coordinator, school leadership team, classroom teachers, office and support staff, students?
Are staff responsibilities to account for and supervise students during and following the emergency clearly described?
Does the plan describe how individuals will receive counselling or other specialist support?
Does the plan describe minor works or repairs required for fire prevention purposes and propose a timetable for their completion?
Does the plan describe how staff will be trained and when exercises will be conducted?
Has the plan been endorsed by the police, Fire or Emergency Services?
Are arrangements for reviewing the plan described?
Has the plan been endorsed by the School's GB?

**Appendix 2: Cowbridge School Critical Incident Pro forma**

**INCIDENT INFORMATION FORM**

**INFORMATION REQUIRED TO ESTABLISH SCHOOL NEEDS**

**Initial contact to the School**

The following information may be asked for, depending on the nature of the incident.

SITE OF INCIDENT: .....

CONTACT NAME: .....

CONTACT NUMBER: .....

MOBILE NUMBER: .....

TIME OF INCIDENT: .....

INCIDENT: .....

NUMBERS INVOLVED and AGES: .....

ARE ANY PEOPLE INJURED? : .....

EXTENT OF INJURIES – low / serious: .....

WHAT ACTION HAS BEEN TAKEN SO FAR? : .....

HAVE EMERGENCY SERVICES BEEN INFORMED? :      Y       N

- are they on site? :      Y       N

WHAT HELP DO YOU NEED? : .....

ARE THERE ANY ACCESS DIFFICULTIES? : .....

**Date and Time received:**    Date: ..... Time: .....

**Senior Manager receiving information:** .....

**Additional Relevant Notes/Information:** .....

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