



**OXFORDSHIRE  
COUNTY COUNCIL**

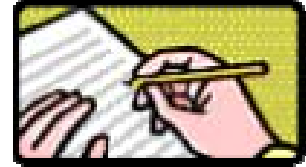
**CHILDREN, YOUNG PEOPLE & FAMILIES**

www.oxfordshire.gov.uk

## HEALTH AND SAFETY PROCEDURES

To: Heads of all Establishments/Settings  
Cc's: Governors/Management Committees  
Trade Union Safety Representatives  
Employee Noticeboards  
Intranet

February 2006



### CRITICAL INCIDENT MANAGEMENT PLAN - MODEL

GUIDANCE FOR ESTABLISHMENTS

Emergency Services



**999**

24 Hour County Council Contact for  
**MAJOR EMERGENCIES**

Fire Service Control



**01865 379789**

Ask for County Contact Officer and request  
appropriate County Council Services

**Published by: Health and Safety Team, Human Resources,  
Children, Young People & Families**

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# 1. Introduction

## Overview

We are now very familiar with news coverage of the emergency response to natural disasters and other emergencies. Our screen and newspapers are filled with images of emergency vehicles and personnel rushing to the scene, injured and dazed victims wandering amidst physical devastation, and hospitals receiving the wounded. To the viewer it often appears a confused and overwhelming picture. But behind the scenes the emergency services, health professionals, local authorities and voluntary agencies are implementing a whole series of well-rehearsed and co-ordinated critical incident emergency plans.

The first people on the scene of an incident would normally be the police, the fire & rescue or ambulance services. They would quickly assess the scale and impact of the event and if necessary declare it to be a major incident. This declaration triggers all the major incident plans of the emergency services and local hospitals, as well as the County and District Councils. A pre-arranged, multi-agency co-ordination system goes into operation, with local authority emergency planners working side-by-side with the emergency services both on the ground and at a strategic level. The co-ordination group not only oversees the immediate response to an incident but also sets in motion any longer term recovery action needed to restore and rebuild the community.

Key role for the County Council is to look after the welfare of people, so it could be a range of actions from sorting out road diversions to opening rest centres for evacuated or displaced people affected by the incident. There may also be a need to provide special help to vulnerable people and advice to local residents and business. A large scale emergency may require co-ordination through the Council emergency operations and information centres. These organisations provide a central focus for both the Council response and the provision of information and helplines for the public.

### **A critical incident may be defined as:**

*“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.”*

Many establishments have substantial and successful experience in managing “day-to-day” emergencies and personal tragedies. In such incidents, staff may have called upon the Directorate or other relevant agencies for advice and support.

Other incidents, however, may overwhelm even the most experienced staff, and demand a high degree of assistance from various sources. The Directorate or County Council’s Emergency Plans may be triggered to assist in the management of such an event.

The following Critical Incident examples indicate the type and level of incidents that might affect establishments, which may demand a co-ordinated response:

- A major incident in which employees, volunteers and/or pupils are killed or seriously injured (e.g. Aberfan, Dunblane, M40 mini-bus crash, Jupiter school cruise ship).
- An incident on-site at an establishment, involving sudden natural death, serious assault, accident or injury, hostage situation (e.g. a machete attack on nursery children).
- A personal tragedy or major incident in the community that affects staff or pupils through trauma or traumatic bereavement (e.g. Hillsborough, Herald of Free Enterprise, murder in the community).

In such circumstances, planned and effective responses and co-ordination of support personnel is essential to protect the welfare, health and safety of those involved. For major incidents the County Council will support by providing coordination and communications resources.

This document, and the accompanying **Critical Incident Management Plan**, aims to assist you and your staff in developing and reviewing your establishment's emergency plans and procedures.

## 1.1 Reviewing existing measures

Establishments are required by law to regularly review their arrangements for **health and safety**. They must also review matters relating to **security and personal safety**. Regular review of these matters will help to reduce the risk of emergencies developing into disasters.

All employees should be aware of their establishment's **existing emergency procedures** (e.g. fire, bomb threats, severe weather warnings etc.), and should be familiar with the procedures for emergency evacuation and closure. Regular practice of emergency procedures should be part of the workplace routine.

When developing or reviewing your establishment's Critical Incident Management Plan you may wish to refer to documents available from the Learning & Culture intranet site. For instance:

[Risk Management](#)

[Critical Incident Management](#)

Emergency Procedure – [Guidelines](#) & [Flowchart](#)

[Emergency Evacuation of People with Special Needs](#)

[Emergency School closure](#)

[Out & About with Oxfordshire 3](#)

**You will need to develop your establishment's emergency procedures; and adapt the model plan to suit the particular circumstances of your establishment.**

**Your establishment's plan must be reviewed at least annually. It should be revised whenever necessary.**

## **Try a dry run – based on a desk-top activity.**

Periodically draw this guidance to all establishment-based employees and ensure they are familiar with its contents and required actions.

### **1.2 Resources**

Other useful resources are:

**Wise Before the Event: Coping with Crises in Schools**, by William Yule & Anne Gold (1993). Pub. Calouste Gulbenkian Foundation, London, distributed by Turnaround Distribution Ltd., 27 Horsell Road, London, N5 1XL (Tel. 0207 609 7836).

**Good Grief 1: Exploring Feelings, Loss and Death with Under Eleven's;**  
**Good Grief 2: Exploring Feelings, Loss and Death with Over Eleven's and Adults**, by Barbara Ward and Associates (1995). Pub. Jessica Kingsley Publishers, 116 Pentonville Road, London, N1 9JB. Both books give a range of suggestions for activities, resource materials and guidance for adults to help them support children and young people when responding to traumatic incidents or bereavement.

### **1.3 Establishments training of staff**

The Personal, Social and Health Education Team often offer relevant INSET via OQSA. Information on training courses is available from the In-Service Training / OQSA Team, Cricket Road Centre. The Educational Psychology, Education Social Work, and Pre-School Teacher Counsellor Services may be able to offer INSET tailored to your establishment's needs, or may be able to direct you to other suitable INSET providers.

### **1.4 Trade unions / professional associations**

Trade Unions have advice and guidance for their members. Union members may wish to contact their union if they are involved in an emergency situation, to seek advice from professional officers of their union.

## 2. General Principles

### 2.1 Before an event

Experience from establishments who have had to deal with major or traumatic incidents reveals some important **factors that promote resilience and coping** amongst pupils, volunteers and employees:

- Positive and supportive relationships within the workplace (i.e. pastoral system; strong and supportive management; general well-being ethos); and between that workplace community and other significant groups (e.g. parents; local religious and community groups; media).
- Awareness of and sensitivity to the issues raised by disasters, loss, and bereavement (e.g. via curriculum for Personal, Health and Social Education, Assemblies). It is helpful in schools for staff, volunteers and pupils to have shared some experience of talking about painful issues **before** being faced with a disaster affecting their community.

### 2.2 After an event

Experience has also identified **factors that promote effective responses** to emergencies:

- Careful recording of facts, and of actions taken as events unfold (i.e. “incident log”).
- Clear allocation of responsibilities for specific tasks, for immediate and short-term action. It is also important to be clear about who is in overall charge of the situation.
- Collaborative planning for medium and long-term action (Directorate support; with external agencies; with parents). Support personnel would aim to assist and facilitate the efforts of the establishment’s staff, not replace them (unless events have overwhelmed the staff’s capacity to cope).
- Clear lines of communication; effective communication systems (including technology); and quick access to information, significant agencies, or key people.
- Positive management of media attention.
- Attention to the immediate and longer-term emotional impact of major incidents.
- Contact individuals’ Trade Union / Professional Association.

The **model plan** contains material relevant to many of these factors.

## 3. Communication System

**Efficient and effective communication systems are central to the effective management of emergencies.** You may wish to consider whether you can incorporate any of the following into your establishment's preparation for Emergency Planning:

### 2.1 Rapid alert systems

- Emergency Fire & Evacuation Procedures prominently displayed; and all staff familiar with them through regular notice.
- Fire Alarm signal to trigger rapid evacuation. Different use of lesson bell, or other agreed signal, for emergencies where evacuation would be inappropriate or dangerous.
- Directory for internal telephone system (in large establishments) could include emergency contact telephone number(s).
- Use of internally agreed code words for internal staff alerts (verbal or via internal telephone).

The Learning & Culture Directorate operates a Media Alert System (e.g. used for school closures in severe weather).

### 2.1 Quick access to information and people

- List of up-to-date emergency telephone contact numbers. Master list held centrally at establishment; copy held at home by Head of Establishment and other senior staff; regularly reviewed and updated; and included in the establishment's Emergency Plan.
- Current emergency telephone contact numbers for families of pupils, staff, and regular volunteers.
- Up-to-date emergency telephone contact numbers, and establishment identification, carried at all times by staff on off-site visits / journeys (see [Out and About with Oxfordshire 3](#)).
- Map or ground-plan of establishment included in the Emergency / Critical Incident Management Plan to help Emergency Services to prioritise and protect key areas (e.g. data storage); and to help other support agencies working in the establishment after a major incident.
- Visitors "signing-in" system used consistently to ensure they can be found quickly in an emergency.
- Agreed "Telephone Tree" (branching contact system to convey important but "non-emergency" or non-confidential messages).

### 3.3 Equipment and technology

- Establishment's telephone number clearly marked on every handset in the establishment (the Emergency Operator will ask for it).



- County Council's 24-hour Emergency Contact telephone number (01865 379789) keyed into establishment's telephone memory (perhaps disguised to avoid accidental or deliberate misuse).
- Pre-arranged access to a separate telephone line (or mobile telephone) for **outgoing** calls during the initial hours of an emergency (the normal telephone line may be swamped by incoming calls). **N.B.** Mobile telephones are not secure and should not be used when discussing very sensitive or confidential matters.
- Mobile telephone carried by employees on off-site activities, with key contact numbers coded into it's memory; telephone chargecard carried by staff on excursions.

The Learning & Culture Directorate could help to arrange venues for large media conferences in the event of a major incident affecting an establishment.

### **3.4 Key contacts during office hours**

You may wish to include in your establishment's Critical Incident Management Plan an additional list of useful telephone contacts. A suggested list is included in these guidelines (see [Telephone Contacts During Office Hours](#)).

## 4. Telephone Contacts

### During Office Hours

School Link Adviser.....  
Planning & Development.....01865-816448.....  
Health & Safety Team.....01865-816464.....  
Educational Psychology.....  
Education Social Work.....  
Pre-School Counsellor.....  
Human Resources.....01865-815472.....  
Directorates Media Representative.....01865-815619.....

### County Council Services:

Occupational Health Service.....01865-815421.....  
Child Protection Team.....

### Local Community Contacts (e.g. Church, Religious, and Community Groups):

.....  
.....  
.....  
.....

### Health Trust Services:

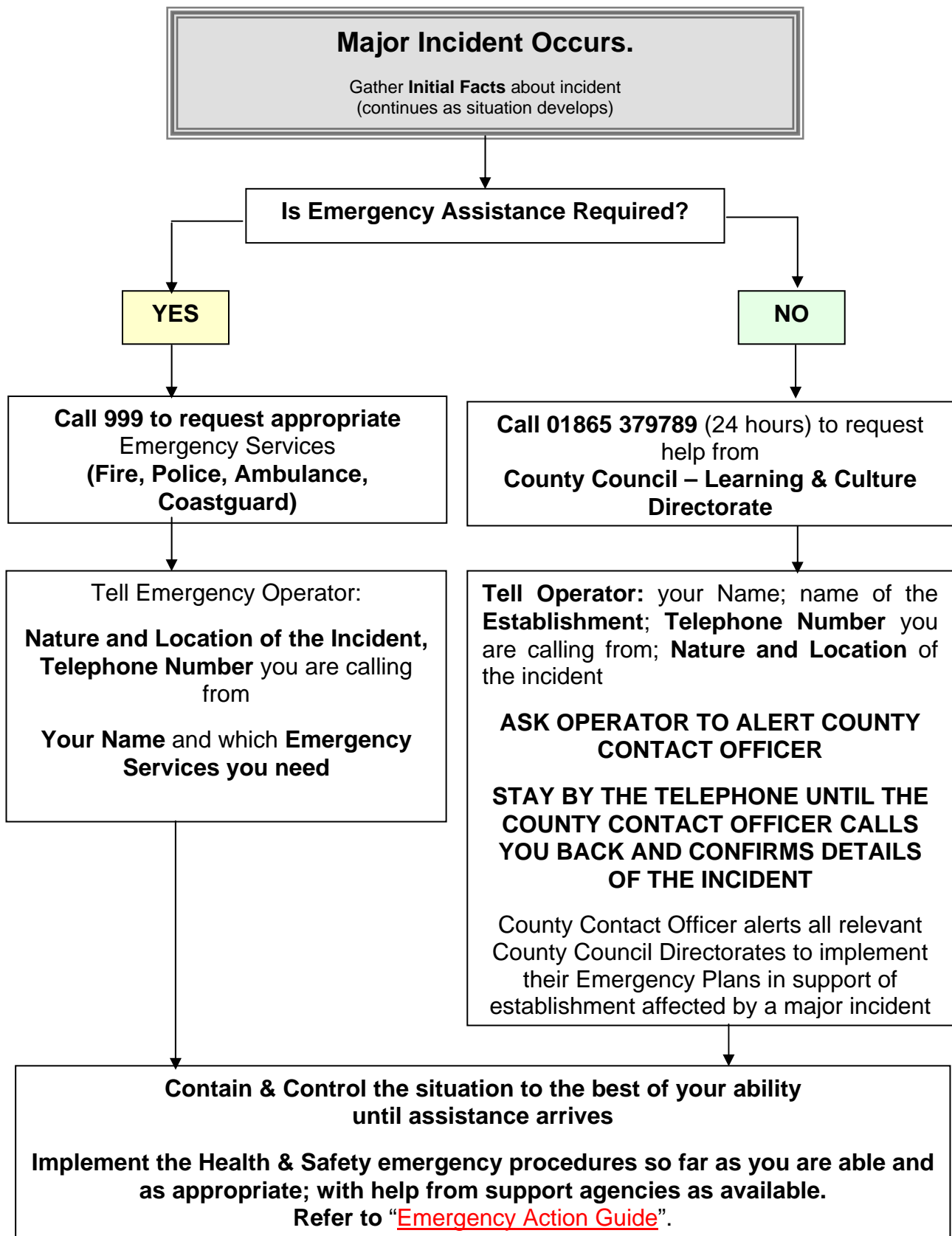
School Health Nurse.....  
Public Protection Team (Public Health).....01865-456680.....

### Trade Unions / Professional Associations / Health & Safety Executive (HSE):

Trade Unions / Professional Associations:.....  
Health & Safety Executive (HSE):..... 01256-404000  
Critical Incident Centre (HSE):..... 0845-3009923  
Environmental Health Officer:.....

**Emergency 24 Hour Telephone Number .....01865-379789**

## 5. Emergency – Flow Chart



## 6. Emergency Telephone Contacts

**Emergency Services** (Fire, Police, Ambulance) **999** (24 hours)

**County Council Emergency Contact Number 01865 378789** (24 hours): ask for the County Contact Officer, who can then alert the Directorate.

### Establishment Personnel

Position	Name	Daytime Tel	Out of Hours Tel	Mobile
Keyholder				
Head of Est.				
Deputy				
Leadership Staff (1)				
Leadership Staff (2)				
Leadership Staff (3)				
Governors (Chair)				
Governors (2)				
Governors (3)				
Site Manager				
Admin Staff (1)				
Admin Staff (2)				
Others				
Others				

## 7. Incident Log Sheet – Master

A copy of this log **must** be kept for the incident file: it may form valuable evidence.

**Name of Establishment:**.....

**Person compiling this log (print name):**.....

**Signature:**.....

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**Date:**

**Time:**

**To:**

**From:**

**Tel:**

**Email:**

**Mobile:**

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### MESSAGE

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### ACTION

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Log copied to (please tick when done): Head of Establishment   
Directorate   
Incident File

## 8. Establishment Plan / Guide & Checklist

### Suggested documents for your plan

Emergency Procedures and Appropriate Health & Safety Procedures:

[Risk Management](#)

[Critical Incident Management](#)

Emergency Procedure – [Guidelines](#) & [Flowchart](#)

[Emergency Evacuation of People with Special Needs](#)

[Emergency School closure](#)

[Out & About with Oxfordshire 3](#)

Procedures for:

- Fire and Bomb Warnings
- Evacuation of Premises
- Severe Weather Warning
- School Closure and Re-Opening

**N.B.** If in doubt what to include, consult the Directorates Health & Safety Team Helpline on **01865 816464**

- Ground plan or map of your establishment to help Emergency Services prioritise action, and help them locate and protect key records / data.
- Inventory of essential or valuable equipment / data held at establishment (Risk Management Planning: to assist recovery and return to normal business and enable and assist business continuity.).

Your establishment's emergency plan **must** be reviewed and **updated** at least annually and should be revised whenever necessary.

## 8.1 Responding to A Major Emergency Checklist

In an emergency, many demands are made on all involved. In order for people to cope effectively, it is helpful if information that will be needed is up-to-date and easily accessible. This will “clear the decks” so that decision-makers can concentrate on decision-making.

**Ensure the following information is held within your school and duplicated off-site, and that it is kept up-to-date, with senior staff knowing how to access it:**

No		✓
1	A copy of the school's Critical Incident/Management Plan procedures	
2	Names addresses and phone numbers of emergency contacts (e.g. parents, partners, carers) of all staff and pupils	
3	Contact details for key emergency responders with the authority	
4	Contact details for contractors used by the school (e.g. electricity)	
5	Bus/coach lists	
6	Important records e.g. coursework marks, exam registration etc	
7	Emergency supply/support list (familiar supply teachers, retired employees, etc)	
8	Pupil/staff movement data (timetables, morning and afternoon registration data)	

NB Any contact details should apply 24 hours a day (not just office hours or answer machines)

The person responsible for the review should date and sign the record sheet  
[\(Emergency / Critical Incident Management Plan - Record Sheet\)](#)

## 9. Emergency Action Plan

### Each Emergency will demand unique responses

The following framework – based on Yule & Gold’s “Wise Before the Event” – indicates the type of action your establishment may need to plan for and carry out in the event of a major incident or emergency, with help from other services as appropriate.

**N.B.** This framework assumes that the appropriate Emergency Services have been requested, and immediate Health and Safety action taken. It is not a “checklist” but is intended to serve as a guide following an emergency.

#### 9.1 Immediate action (within hours of incident)

- **Gather facts**; aim to dispel rumour or speculation.
- **Establish school recovery team**; for example this could include Headteacher, Chair of Governors and other key personnel.
- **Planning meeting**: School Recovery Team support personnel (Learning & Culture and other support and enforcement agencies) as soon as possible. Decide **priorities** for action; establish **telephone and communications** links and **media contact** (see media tips); set up **incident logs**; clarify **who is in charge** of managing the overall situation; **allocate duties** for specific tasks (see below).
- **Contact families and log contacts** made: priority for those staff, volunteers and pupils directly involved. Task continues until all informed. Ensure the person contacting families is well-informed and supported. NB Contact may need to be **face-to-face**; support or enforcement agencies may need to be present alongside the establishment’s representative to meet next of kin. You may need to prepare a brief statement for contacts made by **telephone**. The Learning & Culture Planning & Development or Emergency Planning Unit can help to arrange a suitable venue or transport.

#### 9.2 Short-term action - (same day, if possible) if safe to do so

- As appropriate, arrange for **staff** directly involved to meet with **enforcement agencies** (Police, Fire, Health and Safety Executive and or Environmental Health); if possible, have a representative from the establishment’s management and relevant Trade Union / Professional Association attending. **Consult** enforcement agencies about what information may or may not be released to the media, parents, governors etc.
- Call **meeting for all staff** (include regular volunteers as appropriate). Give **facts** about the incident; aim to **dispel rumour**. Give information about support available or planned. Plan with staff how and what they may tell other people and pupils about the incident.
- Arrange for **staff and volunteers** directly involved to meet with the relevant **support agencies** (plan psychological support / assess need for counselling).



- **Inform pupils not directly involved** if possible in small or familiar class groups, with known teacher, helped if necessary by another staff member or support agency if available.
- Enforcement agencies may need to interview **pupils directly involved** (i.e. witnesses or victims). Ensure pupils are accompanied by a parent, or – with parental consent – by a senior establishment representative known to the pupil.
- Arrange for **pupils directly involved** to meet with a representative from a support agency with a known member of staff. Enforcement agencies and support agencies may wish to negotiate a joint interview with pupils.
- **Review actions taken and forward planning** with establishment's management, Learning & Culture and relevant support agencies. Ensure **incident logs** are being kept by those delegated specific tasks. Aim to **maintain establishment routines** as far as possible.

### 9.3 Medium and long-term action - (next few days / weeks; and planning for the next few months)

- **Consult** support agencies to help identify and support vulnerable or high-risk pupils, volunteers and staff (special needs; history of psychiatric / psychological problems; involvement in a similar or equally traumatic incident; lack of social and emotional support).
- Support agencies may offer group or individual work with staff, volunteers and parents.
- Promote and facilitate **discussion with pupils** in class / tutor groups; establishment staff may wish to seek help for this from support agencies. Plan for preparation and discussion about **follow-on events** (e.g. funerals; inquests; inquiries; court proceedings etc.).
- Plan a **special assembly** (within days) or **memorial service** (weeks to months as appropriate); consult next of kin and liaise with the relevant religious and cultural groups.
- If appropriate, arrange **hospital visits, home visits, messages** from staff and pupils to those directly affected. Maintain contact with staff, volunteers and pupils directly affected. Maintain contact with staff and pupils not yet able to return; and with next of kin. Plan for return of belongings.
- Decide on **attendance at funerals; inquests; inquiries** etc. as they are being planned. Consult parents about pupils' attendance; accompany pupils if appropriate. Arrange staff cover or release as appropriate.
- With help from support agencies, organise **treatment; rehabilitation and return to establishment** for staff, volunteers and pupils directly affected. Modify workload, and curriculum demands if appropriate, as necessary. Prepare peers for significant changes in returning staff, volunteers or pupils. Aim for **return to familiar routines** as soon as possible.

- Continue **monitoring reactions** of staff, volunteers and pupils and anticipate possible “trigger” events (e.g. inquests, birthdays). **Consult** support agencies and parents of pupils to identify possible need for groups or individual treatment / counselling. Arrange appropriate referrals for treatment as necessary.
- Plan for **commemoration of victims** as appropriate; consult with parents and with religious, cultural or community groups.
- Plan ahead for **first anniversary** of the incident. Anticipate the possible return of emotional reactions and support staff, volunteers and pupils accordingly; consult and seek help from support agencies if necessary.
- Review and revise the establishment’s Critical Incident Management Plan.

## 10. Critical Incident Planner

- 10.1 What equipment do you need to have?
- In a building?
  - In a vehicle?
- 10.2 What to do in a critical incident?
- In school/work based office situation?
- 10.3 What if an intruder is
- a) On site?
  - b) In the building?
- 10.4 What to do in a school closure?
- 10.5 What to do if a fire occurs?
- 10.6 What happens if an incident occurs off site?
- 10.7 What if a person is travelling?
- 10.8 What if an incident affects a wide area?
- 10.9 What if you suspect a bomb?
- 10.10 What if my school needs to be used in a civil emergency?
- 10.11 What if an incident happens on site?
- At school/work/office based

## 10.1 What Equipment do you need to have in a CRITICAL INCIDENT?

### IN A BUILDING

- Wind up or battery powered radio
- Torch(es)
- Batteries spare
- Mobile phone and (car) charger unit
- Something to drink (can or bottled water etc.)
- First aid kit

### IN A VEHICLE

#### All above plus the following:

- Blanket
- Map
- Mobile telephone and car charger unit

**STAY CALM AND REASSURE OTHERS  
IMPLEMENT 'LOCAL' EMERGENCY ADVICE**

## 10.2 What to do in a CRITICAL INCIDENT?

AT SCHOOL/WORK – OFFICE BASED

### WHAT SHOULD WE DO?

- GO INSIDE
- ALL PERSONS STAY INSIDE (unless emergency services advise otherwise)
- CLOSE ALL DOORS, WINDOWS, EXTERNAL FANS
- TUNE IN TO LOCAL RADIO -

Radio Stations		
<b>FOX FM</b> VHF/FM 102.6 01865 871009		<b>BBC Radio Oxford</b> VHF/FM 95.2 01865 889099
One of these commercial radio stations pending location		
<b>GWR FM</b> VHF/FM 97.2	<b>2-Ten FM</b> VHF/FM 97 & 102.9	<b>Mix 96 FM</b> VHF/FM 96.2

- FOLLOW ADVICE RECEIVED

**STAY CALM AND REASSURE OTHERS  
IMPLEMENT 'LOCAL' EMERGENCY ADVICE**

### 10.3 What to do if there is an intruder on site?

#### a) EXTERNAL TO THE BUILDING

##### WHAT SHOULD WE DO?

- GO INSIDE
- ALL PERSONS STAY INSIDE (unless police advise otherwise)
- CLOSE ALL DOORS AND WINDOWS
- RING POLICE ON 999 AND REQUEST URGENT ASSISTANCE
- FOLLOW ADVICE RECEIVED

#### b) WHAT TO DO IF AN INTRUDER GETS INTO THE BUILDING?

- WHERE POSSIBLE, MOVE PEOPLE AWAY FROM DANGER
- LEAVE BUILDING, IF PRACTICABLE
- RING POLICE ON 999 AND REQUEST URGENT ASSISTANCE
- FOLLOW ADVICE RECEIVED

**STAY CALM AND REASSURE OTHERS  
IMPLEMENT 'LOCAL' EMERGENCY ADVICE**

## 10.4 What to do in an emergency school closure?

*The Directorate's Planning & Development Team co-ordinate a comprehensive procedure to inform parents and staff etc. when a school is closed, or about to be closed, due to severe weather conditions or other emergencies.*

Local radio plays a key role in any emergency as it is the only way in which information can be transmitted rapidly. If the arrangements for passing on information are to be effective, it is essential that the following guidelines are followed:

[Emergency School Closure](#)

## 10.5 What to do if you see a fire?

ON SEEING SMOKE ETC

### WHAT SHOULD WE DO?

- SET OFF ALARM
- EVACUATE THE BUILDING SAFELY
- CALL FIRE & RESCUE SERVICE ON 999
- HEADCOUNT TO CHECK FULL EVACUATION
- FOLLOW ADVICE RECEIVED FROM THE FIRE & RESCUE SERVICE OFFICER

**STAY CALM AND REASSURE OTHERS  
IMPLEMENT 'LOCAL' EMERGENCY ADVICE**

## 10.6 What happens if an off site incident occurs

### WHAT SHOULD WE DO?

- ACTION "OUT & ABOUT WITH OXFORDSHIRE" PROCEDURES
- SET UP 'HOME BASED INCIDENT CENTRE'
- FOR MAJOR INCIDENTS CONTACT 01865 379789 AND ASK FOR THE COUNTY CONTACT OFFICER

**STAY CALM AND REASSURE OTHERS  
IMPLEMENT 'LOCAL' EMERGENCY ADVICE**



## 10.7 What if a person is travelling when an incident occurs?

### IN A VEHICLE

#### WHAT SHOULD WE DO?

- CLOSE WINDOWS, TURN OFF FANS
- STAY INSIDE VEHICLE (unless emergency services advise otherwise)
- TUNE IN TO LOCAL RADIO –

Radio Stations		
<b>FOX FM</b> VHF/FM 102.6 <i>01865 871009</i>		<b>BBC Radio Oxford</b> VHF/FM 95.2 <i>01865 889099</i>
One of these commercial radio stations pending location		
<b>GWR FM</b> VHF/FM 97.2	<b>2-Ten FM</b> VHF/FM 97 & 102.9	<b>Mix 96 FM</b> VHF/FM 96.2

- FOLLOW ADVICE/DIRECTIONS TO EMERGENCY REST CENTRES
- PHONE HOME BASE TO INFORM THEM OF YOUR LOCATION

**STAY CALM AND REASSURE OTHERS  
IMPLEMENT 'LOCAL' EMERGENCY ADVICE**

## 10.8 Incident affecting wider area including school e.g. gas release

### WHAT SHOULD WE DO?

- GO INSIDE
- ALL PERSONS STAY INSIDE (Presume to stay inside unless emergency services advise otherwise)
- CLOSE ALL DOORS, WINDOWS, EXTERNAL FANS
- RING POLICE ON 999 AND REQUEST URGENT ASSISTANCE
- FOLLOW ADVICE RECEIVED
- IF REQUIRED TO EVACUATE THE AREA
- COLLECT EMERGENCY CONTACT DETAILS OF PARENT/CARER/EMPLOYEES
- WHERE POSSIBLE SECURE THE BUILDING
- FOLLOW ADVICE FOR EVACUATION  
(NB accommodation or transport will be managed by OCC)

**STAY CALM AND REASSURE OTHERS  
IMPLEMENT 'LOCAL' EMERGENCY ADVICE**

## 10.9 What if a bomb is suspected?

### WHAT SHOULD WE DO?

- CHECK FOR SUSPECT PACKAGE
- INFORM POLICE ON 999
- COLLECT ALL BELONGINGS
- OPEN ALL DOORS AND WINDOWS
- EVACUATE AT LEAST 300 METERS FROM 'SUSPECT BOMB' AREA
- AWAIT ADVICE FROM EMERGENCY SERVICES

**STAY CALM AND REASSURE OTHERS  
IMPLEMENT 'LOCAL' EMERGENCY ADVICE**

## 10.10 Use of Schools in Civil Emergencies

Occasionally there are emergencies that require members of the community to leave their homes and be temporarily accommodated in a place of safety. Such emergencies are typically floods, chemical releases or risk of explosion.

In these eventualities, it is the responsibility of the local authority to find somewhere for them to go where they can eat, sleep and rest for the maximum of a few days before going home or being accommodated in family groups elsewhere.

These rest centres are often set up in secondary schools, as they have the basic facilities required. For example they have fully equipped kitchens, a combination of large rooms for use as communal spaces and small rooms where people can be quiet (useful for such purposes as baby feeding, crèche, advice areas and religious observance). However, for small incidents primary schools may be used. If a school is required as a rest centre a Senior Officer in the Directorate, (Planning & Development Team) will contact the school office (in school hours) or a keyholder (out of hours) to ask to gain access to the school.

Social & Healthcare, together with the Emergency Planning Unit, and supported by a number of voluntary agencies, will run the rest centre.

The rest centre management may require some support from the caretaker in order to find the necessary equipment and furniture, and to control access to rooms etc.

In general, however, the school staff's focus will be on finding a way to ensure that the business of the school is a little disrupted as possible. All costs incurred by the school as a result of being used as a rest centre are reimbursed by the County Council.

### Key issues to plan for if a rest centre is established in your school:

- The effect of being excluded from your school for a number of days?
- Would it be more appropriate for pupils to stay at home for the duration?
- Which authorities would you need to inform of these arrangements?
- How would you ensure that parent/carer is kept informed of the arrangements?
- How would you prioritise the tasks to be carried out by the school during the time of the rest centre (i.e. what doesn't need to be done)?
- What additional resources (material and human) would you need in order to re-establish normality as soon as possible?

## 10.11 What if an incident happens on site?

### AT SCHOOL WORK – OFFICE BASED

#### WHAT SHOULD WE DO?

- GO INSIDE
- ALL PERSONS STAY INSIDE (unless emergency services advise otherwise)
- CLOSE ALL DOORS, WINDOWS, EXTERNAL FANS
- ENSURE OCCUPANTS ARE COMFORTABLE
- TUNE IN TO LOCAL RADIO -

#### Radio Stations

**FOX FM**  
VHF/FM 102.6  
01865 871009

**BBC Radio Oxford**  
VHF/FM 95.2  
01865 889099

#### One of these commercial radio stations pending location

**GWR FM**  
VHF/FM 97.2

**2-Ten FM**  
VHF/FM 97 & 102.9

**Mix 96 FM**  
VHF/FM 96.2

- ESTABLISH CONTACT WITH DIRECTORATE TO AGREE COMMUNICATION CHANNELS WITH PARENT/CARER/PARTNER ETC.
- FOLLOW ADVICE RECEIVED

**STAY CALM AND REASSURE OTHERS  
IMPLEMENT 'LOCAL' EMERGENCY ADVICE**

## 11. Media Advice

In the event of unwelcome or intrusive media attention following an emergency, the County Council's Public Relations or the Directorate's Media Representative would give advice or support; and may act as the media liaison contact. An extract from 'Dealing with Media: Advice for Schools' is included in these guidelines and in the Model Critical Incident (see Media Advice).

Please ensure you are familiar with the procedure for alerting the [media](#) in the event of a need to rapidly communicate information to parents/carers. The current arrangements and media contact details are available on the intranet see:

In the event of a major incident the County Council will use the Emergency Information Centre (EIC) to manage communications between schools and parent/carer etc. If for any reason it is not possible to operate from the centre of Oxford contingency plans are in place to operate the EIC from the Emergency Planning Unit at Woodeaton.

### 11.1 Responding to calls from the media

- **Make a clear note of the enquiry**, the caller's name and organisation, and any deadline they may have. If the caller is from a radio station or TV station, **check** whether the interview will be recorded live.
- **Find out** when the item you have helped with is likely to be published/broadcast. If they think you'll be checking there is every incentive for them to be careful with the story.
- **Ask for time**. Don't feel pressured into saying anything until you have a clear idea of precisely what you wish to say. Reporters will often (and genuinely) plead urgency. **You can still demand a few minutes and promise to call back**.
- **Note down the main points you wish to make** before you call back.
- **Ring back when you said you would**. If not, they'll get a better story from someone else and you will have lost control.
- **Never be afraid to say you don't know**, or that you cannot disclose the information being asked for (e.g. if it concerns confidential information; or a matter that might be subject to legal proceedings). Far better to say too little than too much.
- **Keep calm and keep control**. Reporters need your co-operation now and in the future and are unlikely to be hostile.

### 11.2 Before an interview

- Check whether the interview is to be recorded or broadcast live.
- Ask whether you are the only person being interviewed, or if it will be a group discussion. If the latter, ask who else will be involved.

- Find out which programme the interview is for.
- Ask what the first question is likely to be.

### **11.3 During an interview**

- Answer questions clearly and concisely. Stick to the point. Avoid drifting into related, supplementary issues unless asked.
- Do not answer a question if you cannot, or do not wish to; if this is the case, give a reason.
- Avoid technical or bureaucratic language and jargon. It sounds pompous and excludes the listeners.
- Explain briefly and simply. Assume you are talking to an intelligent person, but someone who does not know your subject. That way you should cover the necessary ground economically but without talking down to listeners.
- Use your personal experiences in a lively manner. For example, “I would consider this a very serious...” or “In my experience...”.
- Have a note of important points/relevant statistic to remind you.
- End your interview in a positive way by outlining either a specific plan to deal with the particular issue under discussion, or a general intention to continue working hard on behalf of the library/school/community/pupils etc.
- At all times, try to sound calm and confident, even if you don't feel it. You are there because you know something, which other people would like to hear about

### **11.4 After the interview**

**Do not** ask for the interview to be played back unless there is a very good reason.

## 12. Critical Incident - Social and Emotional Support

### 12.1 How can staff cope; and who can help them?

- Be kind to yourself, and be honest with yourself about your own reactions. If you feel overwhelmed by events, seek support. Do not feel pressured into supporting other people (including pupils) when you feel unable to do so.
- In the event of a major incident affecting an educational establishment or its local community, (or the County Council Contact Officer) would alert the appropriate agencies to co-ordinate social and emotional support for those affected.
- Remember that help and advice can be available from the Directorates (Educational Psychology, Education Social Work, and Pre-School Teacher Counsellor Services) and from the County Council's Occupational Health Service. They may be able to advise about further referral for more specialised help.

### 12.2 Who may need help?

- A major traumatic incident creates 'ripples' that may affect a wide range of people: from those directly affected and witnesses, their relations, close friends and colleagues, those involved in managing the incident, to members of the local community (who may offer help, or who may share the same sense of loss or shock).
- Remember that pupils with **special needs**, people with a history of psychiatric and psychological problems, those already experiencing relationship difficulties, and people who have experienced past traumatic events may be particularly vulnerable.
- Knowledge of the **social groupings** that are important to staff, volunteers and pupils and knowledge of community networks will be invaluable in both helping to identify potentially vulnerable people and in identifying natural sources of mutual support. Support agencies will find it helpful to draw upon your local knowledge in this way.

### 12.3 What reactions might we notice?

- Individual reactions to bereavement and traumatic loss will vary in intensity, duration and in the ways that feelings are expressed. Generally, though, the normal grieving process has recognisable phases:



**SHOCK:** Disbelief/Numbness/Detachment



**DENIAL:** Expecting return of dead person/Sensing dead person's presence



**AWARENESS:** Pining/Anxiety/Anger/Guilt/Depression/Emptiness



**ACCEPTANCE:** Gradually re-building life and relationships/Moving on in own life

- Often, **acceptance begins to develop after the first anniversary**, which may trigger a temporary return of some feelings and experiences.
- **Loss of concentration** is a common feature of trauma or bereavement in both adults and children, and may affect individuals **over a period of about two years**. We often underestimate the duration of such effects, particularly in children and young people.
- **Young children** will often express their emotions physically (e.g. become prone to infections, disturbed sleeping or eating patterns), or through their behaviour (e.g. nail-biting, bedwetting, clinging, fear of separation or the dark). They may appear to **regress** in their development for a period of weeks; and may need to enact the incident through play (sometimes repetitive).
- **Talking** – or **listening** to others talk – generally helps; though people will vary in their readiness and willingness to do so. Children and some young people may need help to identify the feelings they are experiencing; and may need **reassurance** that what they are feeling is “normal in abnormal circumstances”.

## 13. Critical Incident Management Plan – Record Sheet

Establishment Name:.....

**Your establishment's Critical Incident Management Plan must be reviewed and updated at least annually.** It should be revised whenever necessary (e.g. changes of emergency telephone contact numbers; changes to establishment's emergency procedures; learning from experience). You should note below the name of the person responsible for reviewing and revising the Critical Incident Management Plan, the date of the review, and which sections were revised and that any revisions are drawn to the attention of all concerned.

Reviewed (date)	By (Name)	Revisions made in section(s)

## 14. Acknowledgements

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Directorate

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Planning & Development Team  
Health & Safety Team

Health & Safety Advisory Committee (COTO) (Trade Unions)

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