

BUCKINGHAMSHIRE COUNCIL

Thomas Hickman School

Critical Incident Policy and Emergency Plan

Inc. Business Continuity

&

Coronavirus: THS contingency planning for tiered local restrictions

Adopted by Thomas Hickman School

Adopted by Governors Full GB:

September 2017

Governing committee accountable for review:

FGB

Date of last review:

Sept 2024

Date of next review:

September 2025

Signed:

Date:

Alan Sherwell - Chair of Governors

Introduction

The word “emergency” may often be used interchangeably with that of “incident” or “disaster”. Every emergency situation is unique and, necessarily, the response will be different in detail. However, this document provides a clear expectation of the key actions to be taken, particularly to ensure that clear lines of communication can be established and maintained between all affected parties throughout the response and outlines responsibilities for key personnel. Though not an exhaustive list, the type of emergencies that may arise are:

In school:

- A deliberate act of violence, such as the use of a knife or firearm
- A school fire or explosion
- A pupil or teacher being taken hostage
- The destruction or serious vandalism of part of the school
- Public health threats e.g. meningitis

Outside school:

- The death of a pupil or member of staff
- A transport related accident involving pupils and/or members of staff
- A more widespread emergency in the community, e.g. the release of hazardous substances, severe weather etc
- Death or injuries on school journeys or excursions
- Civil disturbances or acts of terrorism
- Within Bucks, individual specific guidance is available for some of these types of emergencies and the relevant procedures should be followed where appropriate:
- BC Educational Visits Policy and Guidance
- School closures due to severe weather, heating failure etc.
- Risk management in Educational Establishments for security, fire and building safety/maintenance issues
- General guidance on post incident support and counselling through the Educational Psychology Service
- All dealings with newspaper, radio or television journalists relating to Critical Incidents or Emergencies should be handled with the advice and support of the Communications Team at County Hall. The Communications Team will give accurate and periodic information through press releases and arrange necessary interviews, and try to reduce the media pressure on the school and parents.

Immediate Response

Incidents may be brought to the school’s attention by:

- Staff/pupils
- Emergency services
- Council
- Parents/guardians
- Media

The staff member witnessing or first discovering an incident will be responsible for initiating the immediate response to the threat. This may entail:

- Summoning help/calling the emergency services (dial 999) Taking charge at the scene until further support arrives
- Securing the immediate welfare of pupils and staff e.g. through shelter or evacuation
- Alerting the Headteacher, Deputy Headteacher or most senior member of staff in their absence
- Collating relevant information such as the location and time of the incident; numbers and details of those involved; summary of events etc. and, at the earliest opportunity, making a written record of these points.

Alerting/Plan Activation

The following response procedures are issued by The Council and are designed to ensure that:

- Immediate actions are taken to call for appropriate assistance
- The safety of staff and pupils is maintained as far as possible
- The Council can provide appropriate support.

On Site Incidents

When the Incident occurs during 'school opening' hours.

The staff member witnessing or first discovering an incident will be responsible for initiating the immediate response. This may entail:

- Summoning help / calling the emergency services (dial 999)
- Instigating fire drill/evacuation procedures or sheltering / lockdown procedures
- Alerting the Headteacher or Deputy in their absence
- Securing the immediate welfare of pupils and staff
- Taking charge at the scene until the emergency services arrive and / or the School Incident Manager assumes control
- Recording relevant information such as the location and time of the incident; numbers and details of those involved; summary of events etc (blank incident log sheet at Appendix 1)
- Whoever assumes the role of School Incident Manager should then contact the Council by calling the County Emergency Number which is operated by the Buckinghamshire Fire and Rescue service and is available 24 hours a day throughout the year.

Duty Resilience Officer - Call 07738 501318

You should ask the Control Room operator to page the and provide the Duty Resilience Officer, given them the following information:

- Your name
- The name of your school
- Very brief details of the nature of the incident
- Your telephone number, including a mobile phone number if possible

On receiving this information, the DRO will arrange for a senior officer / adviser to call you back. Depending on the severity of the incident the DRO may also call you back to reassure you that your initial call is being acted on.

Once a senior officer has been contacted, decisions will be made in liaison with the School Incident Manager on the appropriate response and support. This will include the co-ordination of the actions that need to be taken to ensure the effective management of the situation. This will involve

appropriate services such as building maintenance, communication, insurance, legal, education psychology and health and safety.

The County has purpose-built facilities for dealing with emergencies at County Hall in Aylesbury and these can be made available 24 hours a day. In cases where the Incident Control Centre is established there, a member of the school may be asked to join the County Incident Response Team to provide a continuous communication link with the school.

Sheltering, Evacuation and Lockdown Procedures

Sheltering

Certain events such as **toxic release** may necessitate sheltering inside the school buildings.

The Lockdown alarm will sound.

All doors and windows should be kept shut and appliances such as extractor fans switched off. Depending on the circumstances, the best place in the school will be determined. This will normally be in each classroom. Staff will be contacted via the internal phone system or on the radios with further instructions.

It is expected that the authorities will broadcast safety information on local radio. The School Incident Manager will delegate someone to access local radio to listen for the all clear however, the school will remain in 'Shelter mode' until the emergency services or local authority gives the all clear and this is communicated to staff via the School Incident Manager.

Greatest Hits radio

01296 399 396.

Evacuation

Examples of circumstances when it may be necessary to evacuate include, **fire, bomb threats, gas or chemical leaks, explosions or substantial damage to the building.**

In the event of evacuation, a single continuous bell will sound.

The Emergency Services will be contacted by a senior member of staff, a member of the office staff or the caretaker simultaneously.

The designated assembly points are:

Whole school will assemble on the main playground.

Alternative Evacuation point: Lewin House, Belgrave Road

- Each class will line up in register order (as they do whenever they line up), **in silence**. The class teacher will then lead the class, with a TA (if available) at the back, LSAs should walk with the child they are assigned to support unless otherwise directed. The class should follow route 1 as outlined on the fire route poster in the room they are in. If route 1 is blocked in any way then route 2 should be followed. The class teacher should ensure that children walk in silence in order to ensure calm and to enable further instructions to be given as necessary.
- The SBO will await the arrival of the Emergency Services at the front of the building.

Once on the playground, each class should line up in register order facing the school field (ie, with their backs to the school building). Each Class Teacher will check their register and alert a member of SLT if somebody is missing. The emergency services will be notified or a senior member of staff will look for them, provided it is deemed safe to do so.

Once the emergency services have cleared the building for re-entry:

- **Teachers** will check that everybody is present inside the building and debrief their children.
- **Caretaker** will check the security of the school.
- **Head / Deputy** will visit each class to ensure everything is as it should be.

If re-entry is not authorized, the Council is to be advised and the School Closure procedure implemented.

Lockdown Procedure

Where there is a threat from either an intruder on the school grounds or within the vicinity of the school, a lockdown procedure will be necessary.

The Lockdown alarm will sound.

Every effort will be made to calm the situation but under no circumstances will anything be done that places either pupils or staff in danger.

If the intrusion is in the school grounds, the school office will be told as quickly as possible by phone or in person and the Incident Manager notified. A judgment will be made as to the seriousness of the situation and whether to call the emergency services. Unauthorized persons on the premises will be challenged by SLT, only if such action is deemed safe.

If the situation is considered dangerous, immediate lockdown will be ordered by the sounding of the lockdown alarm.

If it is safe to do so, personnel should draw any blinds or curtains and lock all windows and doors. Caretaker or SLT to check all doors are closed.

The incident manager will ensure that classrooms are contacted via the internal phone system and then all pupils and staff will sit on the floor, out of sight of windows and doors as far as is possible. Any children not with their usual class should go to the nearest room with school staff in.

If a person is locked out of the building, they should go to the nearest window and try to attract the attention of school personnel.

In every case, the **priority is to be safely inside the building.**

If the incident occurs at a break time, children will be brought in immediately but calmly using the usual end of break signals. If this is not possible, children may be asked to hide, disperse or take cover if this will aid their safety. Unless absolutely unavoidable, and potentially dangerous, children should be supervised in groups at all times.

Staff not allocated to a class at the time of the incident should assemble in the area outside the head's office to form an 'Incident Response' team. If it is safe to do so, they will communicate with teachers in their classrooms. As soon as possible after the alarm, the Incident Response team will contact staff to ensure that all children are accounted for. If a child is unaccounted for, the teacher will notify the Team as soon as possible.

In the event of hostage taking, action to secure release and response to any demands or threats will be dealt with **only by the Emergency Services.**

The all clear will be given verbally by members of the Incident Response Team visiting each classroom. Children will be debriefed and reassured.

When the Incident occurs outside 'school opening' hours

The Caretaker or designated person on witnessing or first discovering an incident will be responsible for initiating the immediate response to the emergency situation.

This may entail:

- Summoning help / calling the emergency services (dial 999).
- Evacuating the premises immediately where necessary e.g. if a letting or other activity is taking place.
- Alerting the Headteacher (or other senior member of staff if not contactable).
- Contacting the Council by calling the County Emergency Number:

Duty Resilience Officer - Call 07738 501318

and following the guidance for 'During School Hours' above. The only difference would be that if you have no response from anyone to your initial call after 30 minutes, **please call again**.

If this form of communication appears to have failed then, as a last resort, please contact Thames Valley Police Headquarters and explain the position on

101 or 999

You will also need to start recording relevant information such as the location and time of the incident, numbers and details of those involved, summary of events, etc. (see blank incident log sheet at App 1).

Off-Site Incidents

Details of the procedure to be followed and supporting guidance is contained in the Educational Visits Policy and Guidance.

Group Leaders should take a copy of the full procedures with them on any off-site activity.

Group Leaders, having ensured that they have accounted for all party members and delegated a responsible adult to take care of uninjured members of the party should assume immediate authority for activating the emergency procedures by calling the County Emergency number:

Duty Resilience Officer - Call 07738 501318

and follow the guidance in above. The only difference would be that if you have no response from anyone to your initial call after 30 minutes please call again.

If this form of communication appears to have failed then, as a last resort, please contact Thames Valley Police Headquarters and explain the position on

101 or 999

When the senior officer calls back, the Group Leader should be prepared to provide the following information:

- Reconfirm your name and name of your school.
- Your location.
- Some indication of the nature of the incident.
- Details of any casualties.
- Contact information, including mobile phone number(s) and an email address at the location, if possible.

The Educational Visits guidance provides for schools to identify in their planning School Contact(s), details of whom may be available to the Council on the visits database. If School Contact details are not available, the Headteacher will be contacted.

A log of actions taken and conversations held should be maintained by the Group Leader who may also seek further details of the incident, how and why it happened, so far as can be established. This is important – the information will need to be reported to the Council at a later stage.

As with an on-site incident, early liaison between the Group Leader and the Council will enable an assessment to be made of the appropriate actions to be taken to manage the incident response and support the party, the schools and parents.

Depending on the circumstances of the incident, an Incident Control Centre may be established at the Council to form a continuous link between the party, the school and parents, the media, rescue agencies, tour operators, insurance companies etc. As appropriate it would arrange for the return of the party or arrange transport for parents to the location where pupils are unable to travel home soon after the incident.

Depending on the circumstances, a Home Support Team might be established, involving the Headteacher and / or other senior staff, possibly on the school premises or at an Area office, to provide a contact point for information exchange and support for all families. Support and counselling will be arranged, as appropriate, for pupils and staff.

Procedures for management of (eg Influenza)

The school leadership will be guided by Buckinghamshire Council and public health agencies as to best ways to minimize the risk of spreading infection e.g. appropriate hygiene measures. If a pandemic is imminent, school will share information provided by Buckinghamshire Council with parents and ask them to ensure that students showing sign of infection not sent to school or that they will be collected promptly if symptoms develop during the school day.

The school will endeavour to remain open unless it is impossible to staff fully and safely. The Headteacher (Deputy in Head's absence), with guidance from Buckinghamshire Council, will decide if full or partial closure is necessary and inform the Chair of Governors. The school will endeavour to ensure that Buckinghamshire Council and other agencies are kept up to date on both the opening status and numbers of absences of staff and pupils.

Staff will report sickness absence in the usual way and follow guidance from their GP/NHS Direct and various government agencies on when it is appropriate to return to work.

School Closures (also see Business Continuity Plan and Management Outbreak Plan)

Decisions about school closures will most often be taken in response to:

- Severe weather conditions or other reasons preventing many staff and pupils from getting to school safely
- Heating failures

- Pandemics leading to staff absence on a scale that it is unsafe to open school

The decision about a school closure is the responsibility of the Headteacher but having, as far as reasonable and practical, consulted fully with the Chairman of Governors. Where, for whatever reason, consultation is not possible, the Headteacher can make that decision alone, but should notify the Chairman of Governors as soon as possible.

It is important that any decision to close a school is communicated quickly to all relevant parties e.g. parents and Passenger Transport. Schools should confirm a school closure by submitting details immediately using the web form in the My School area of SchoolsWeb, (buckscc.gov.uk/schools). This will then trigger an e-mail alert to the Passenger Transport team and to relevant radio stations. Parents and Radio stations will be able to access a list of schools that are closed on the Parent Zone area of SchoolsWeb accessible from the BC Learning home page at buckscc.gov.uk/learning. The following radio station will receive details of our school closures:

Greatest hits radio

01296 399 396.

Parents are regularly advised that this is the station to listen to and a note will be placed on the school website 'front page banner'.

Personal Safety of Keyholders

Persons nominated as key holders may need to attend school buildings following a fire or burglary outside school opening hours. It is particularly important not to put yourself, or others, at risk and key holders need to ensure that they follow simple guidelines as indicated below.

It is particularly important for Headteachers to assess any risk key holders may find themselves in, and to agree workable strategies to minimise any risk of harm or injury, e.g.

- Only attend the site if you consider it safe to do so. Incidents that may occur at night may pose particular risks and key holders should either be accompanied, wherever possible, or attend only whilst the emergency services are in attendance or have declared the buildings safe.
- Keep in touch with someone else where necessary and carry a mobile phone if you can.
- Take a torch and consider carrying a personal attach alarm.
- It is important for the key holder to have basic information about the property, including knowledge of the location of electrical switch gear, gas stop valves, chemical storage etc.

Advice on issues relating to personal safety and general security matters can be obtained from the Assistant Education Officer on **01296 382895**. There is also a reference section within the Health and Safety Handbook (Section 5.7) in the My School area of SchoolsWeb.

Once the initial alerting has been carried out, consideration must be given to whom else needs to be informed, e.g. Governors and parents. Contact lists are held in the Emergency Kit in the medical room.

Roles and Responsibilities

The size, role and responsibilities of the Incident Response Team will vary according to the nature and circumstances of the incident although the structure below can be used as a guide. The Headteacher or senior member of staff available will determine the appropriate level of response for the incident and select the necessary roles to achieve this.

In most circumstances the Council will send an Incident Support Team to the school to work alongside those involved in the initial response and if appropriate take over the overall management of the incident.

Role	Responsibilities	Possible candidates identified for this role
Incident Manager	<ul style="list-style-type: none"> • Consider the need to alert other colleagues and external agencies. • Establish an Incident Response Team and allocate roles. • Collate all relevant information relating to the emergency. • Co-ordinate the emergency response strategy, liaising with relevant agencies, e.g. the emergency services, Council, School Governors as appropriate. • Monitor the emergency response. • Provide regular staff / team briefings. • Authorise any additional expenditure 	Headteacher Deputy Headteacher Assistant Head teachers
Deputy Incident Manager	<ul style="list-style-type: none"> • Assists Incident Manager. • Co-ordinates and manages staff in the Incident Response Team. • Monitors staff welfare and organises staff roster. 	Deputy Headteacher Assistant Headteacher
Parent Liaison Officer(s)	<ul style="list-style-type: none"> • Advises parents and provides information. • Provides point of contact. • Arranges on site co-ordination of visiting parents. • Maintains regular contact with parents where appropriate. 	Assistant Headteacher Governors School Manager
Administrators	<ul style="list-style-type: none"> • Handle telephone calls. • Help to collate information. • Relay incoming and outgoing messages by telephone, fax, email, etc in a prompt manner. • Provide admin support to the 	Office Team Teaching Assistants

	<p>Incident Manager and Deputy Incident Manager.</p> <ul style="list-style-type: none"> • Maintain a master log of key events and decisions, including expenses incurred. 	
Communications Officer / Media Spokesperson	<ul style="list-style-type: none"> • Acts as point of contact for media enquiries. • Works with the Council's Communications team to prepare media statements / interviews. • Assist with internal communications. 	Assistant Head Governor
Teachers	<ul style="list-style-type: none"> • Maintain supervision. • Ensure the safety and security of pupils. • Provide information and offer reassurance. • Monitor pupils' physical and psychological welfare. 	Assisted by teaching assistants
Facilities Manager	<ul style="list-style-type: none"> • Ensure site security at all times. • Provide information about site facilities / layout as necessary. • Assist with access / egress to the school. 	Caretaker
Liaison Officer	<ul style="list-style-type: none"> • To represent the school at the Council's Emergency Operations Centre. • Communicate with colleagues at the school on a regular basis and receive updates / progress rDROrts. • Relay information to and from the Council. 	Assistant Head

It is important that the names and roles of those forming the Incident Response Team are circulated to all members of staff to minimise confusion and risk of duplication of tasks.

If the incident response looks likely to continue for a number of days it may be necessary to consider the support of supply staff to help continue daily routines whilst some members of staff are engaged in the incident response.

By their nature major emergencies demand a combined and coordinated approach; examples of external partners who may be involved in the response are listed below:

Agency	Role & Responsibilities
Emergency Services	<ul style="list-style-type: none"> • Protect life and property. • Contain the incident and prevent further spread/ escalation. • Minimise damage to the environment.
Council	<ul style="list-style-type: none"> • Alerting the school where possible about any local emergency that may affect it e.g. flooding,

	<p>toxic hazards (release of chemicals, gas leak, etc), serious transportation accident / disruption, major crime or civil disorder.</p> <ul style="list-style-type: none"> • Providing a central point of contact (normally the Bucks Emergency Operations Centre (EOC) in Aylesbury). It may be decided that someone from the school should attend the EOC. • Sending officers to assist as necessary, e.g. go to the incident, the school, the hospital, etc. • Co-ordinating an overall media management strategy. • Providing a telephone help line facility – e.g. for parents to call for information – to relieve pressure on the school. • Liaising with partner agencies, including other relevant local authority services. • Providing welfare and emotional support to staff, pupils and parents, e.g. through the Educational Psychology Service and the Social Care Post Disaster Support Team.
Health Agencies eg Health Protection Agency, Primary Care Trusts	<ul style="list-style-type: none"> • Monitor and investigate outbreaks of communicable diseases within the community. • Contain the incident and prevents / minimises further spread / escalation. • Provide specific health guidance and information.
Voluntary Groups eg Faith Groups	<ul style="list-style-type: none"> • Provide community and social support
Miscellaneous e.g. Health & Safety Executive, Foreign Embassies	<ul style="list-style-type: none"> • Relevant authorities may have a duty to investigate or advise on protocols

Staff training

Staff will be briefed on procedures regularly.

Action cards

Staff may also be issued with action cards that can be used as an aide memoir / checklist in the event that they are asked to undertake their nominated emergency response role. Action cards for those roles highlighted above are provided in Appendix 3.

Communication

It is vital that the relevant parties are provided with information and regular updates. People want to know what has happened and what is going to happen next.

The school has several phone lines which will be kept available for incoming enquiries e.g parents, media.

Mobiles will be used for outgoing calls.

Depending on the nature of the emergency, The Council may be called upon to assist by providing extra resources, e.g by setting up a telephone enquiry line for parents at County Hall, and by providing communications staff to support the school and parents in dealing with the media.

As soon as is practicable, a written briefing should be provided to staff manning phone lines so that consistent information is given out.

All incoming and outgoing calls should be logged on the Log sheet provided (App 1)

Parents/Guardians

Communication with parents is vital throughout to allay fears and to minimise disruption or panic.

Aide memoire:

- What should parents do in the event that the school needs to close during school hours?
- Advise parents of a safe pick up point for parents collecting children.
- Advise parents that the Communications Officer can assist them in dealing with the media.
- School closure will be communicated through the local radio station and the Council website.

Media Management

After we have alerted the Council to the incident, a Communications Officer will contact the school so they can offer support and advice to the Media Spokesperson/ Communications officer at the school. The Council Communications Officer is also available to assist the parents and family affected in dealing with the media in the event of a traumatic incident which will lead to the media turning up at the school or at their homes.

Media contact at Bucks LA Call [01296 382444](tel:01296382444), or email at communications@buckinghamshire.gov.uk

Only the nominated spokesperson will handle media enquiries.

In the early stage all media statements agreed with the Council will be confined to the basic facts.

These will include:

- Time and location of the incident
- What the factual consequences have been. Avoid speculation as to the cause, who may be to blame or how it might have been avoided in the first place.
- Summary of the action taken by the school to control the situation and/or to mitigate the consequences.
- Counter any rumour/speculation that is absolutely untrue otherwise - do not get drawn into a debate.
- Set a time for the next update.
- Media coverage should be monitored for accuracy and any inaccuracy should be swiftly rebutted (The CC communications officer will assist with this).
- Such response must be rapid, accurate and meet media deadlines to ensure balanced media coverage.

If it is accepted that the media will be present on site, they will be provided with a segregated media reception area away from pupils, parents or staff that may have been caught up in the incident.

Incident Logging

Everyone involved in responding to the emergency should start and maintain a written log of their actions as soon as possible. A form for this is provided in Appendix 1

A log of key events will be kept on the whiteboard in the staff room. If this is not possible, an alternative will be made clear.

Resources

The emergency kit is stored in the school office. This contains:

- High visibility vests
- Whistle
- Torch
- Pens and paper/blank log sheets/clipboards
- Contact list of essential numbers
- Emergency plan
- Copy of site plan
- School details
- Copies of up to date staff and pupil lists

School premises

If the school has not been evacuated, the following facilities will be set up:

- Control and co-ordination point
- Parents' meeting/greeting point
- Media gathering/briefing point
- Staff welfare facilities

All visitors to the school will be issued with a badge.

In the event that the school premises cannot be accessed during the emergency, rooms will be made available at Aylesbury Vale Academy.

Finances

Any additional expenditure will be authorised by the Headteacher or Senior member of staff available at the time, to a limit of £5000.

A written record of all expenditure must be maintained.

After the Incident

Support must be provided after the incident. This recovery timeline will vary and will focus on individual need for continuing support. A structured debrief will be given to provide an opportunity for everyone involved to review their actions, identifying strengths and weaknesses in the procedures. Pupils, parents and staff will be given additional opportunity to talk through their experiences either as a group or on an individual basis. Specific advice and support can be provided through the Council.

Coronavirus Pandemic – ongoing management 2024

The COVID-19 pandemic means that there is an increased risk of critical incidents both within Thomas Hickman School and the wider community. This is coupled with a general increase in levels of anxiety amongst the population owing to the pandemic and associated necessary measures taken by the UK government, including school closures and stringent social distancing rules. Therefore the heightened need to provide emotional and practical support to children and families is recognised by all those within THS at this time.

The school's response to Covid-19 is aligned to the overarching principles and management of any critical incident.

Guiding Principles

In the event of a Covid critical incident, school will work with all appropriate LA departments to offer support to all stakeholders. We will follow the contemporary advice given to help manage schools manage the Covid case and manage the immediate aftermath of an event, including advice and support around communication, practical arrangements and managing emotions.

Whilst no two incidents are the same, responses to critical incidents follow a recognised pattern and with time, most children and adults will come to terms with what has happened and recover without the need for professional counselling. However, the school will sign-post any child, adult or family struggling to come to terms with the impact of Covid.

When an incident occurs, the school will let the local authority know as soon as possible. Guidance for Childcare and Educational Settings in the Management of COVID-19 flowchart.

Appendix 1

SLT Essential Emergency Kit

STRICTLY CONFIDENTIAL

This should be updated termly if necessary so that it is easily available if access to the school is prevented.

- Buckinghamshire Council Emergency Contact list
- Business Continuity Plan
- Logging a School Closure
- SchoolsWeb Username and password
- Buildings Emergency Procedure
- Buildings Emergency Contractor Listing
- School plan
- Emergency procedures sheets

Business Continuity plan

This plan is designed to help the school to be prepared for and recover from unexpected disruptions. This plan will be activated when an incident disrupts critical activities and when normal responses, procedures and coping strategies are deemed insufficient to deal with the effects.

The effects of such disruptions could include (please note that actions are dependent on situation and these actions are simple examples):

Effect	Action taken in the event of:
An inability to carry out daily /and or critical activities	If part of or whole school is not accessible SLT would approach neighbouring schools that would be able to accommodate children and staff. Lewin House may be used in some situations, and the Jonathan Paige Centre will be considered.
Adverse publicity and/or reputational impacts	Meet with governors to discuss way forward Contact Buckinghamshire Council media officer
Loss of ICT	This would be dependent on length of loss. There is data backup from Eduthing on a daily basis

	There is an arrangement with THS that if all computers were out of use we would be able to use their equipment
Loss or shortage of staff	Dependent on numbers – classes would be covered internally if at all possible by existing staff. If this was not possible we would contact our preferred supply agency 'Simply Education'
Loss of a critical supplier or partner	Contact other schools to seek preferred alternative suppliers or partners.

APPENDIX 2

Incident Log sheet

Incident Log:

Date:

Name:

Sheet no:

TIME:		Information given / received and Actions Taken
From	To	

Appendix 3

Emergency Response Action Card - Incident Manager

When Alerted:

<p>Attempt to clarify what has happened</p> <ul style="list-style-type: none"> • Name of caller and telephone number they can be contacted on • Nature of the incident, what has happened? • To whom? • Where? • When? • Numbers of those injured or affected • Location of those affected • Whether there is still a continuing danger or not • What has happened since? • Which emergency services are involved? 	
Start a written log of all information received, relayed and actions taken (Appendix 1)	
Alert the Council and determine who else needs to be informed of the incident, for example, Chairman of Governors.	
<p>Establish an Incident Response Team.</p> <p>Consider the following roles:</p> <ul style="list-style-type: none"> • Deputy Incident Manager • Liaison officer – Parents • Administrators • Communications & Media Spokesperson • Teachers • Facilities / Site Management 	
During non-school hours, arrange for the school premises to be opened up if necessary.	
Arrange initial staff / team briefing.	

Continuing the response:

Continue to collate incident updates and all relevant information	
Ensure that all decisions are communicated to relevant internal and external parties	
Arrange further regular staff briefings as appropriate	

Longer term:

Give people the opportunity to talk about their experiences	
Conduct a debrief meeting. Monitor staff and pupils informally	
Ensure that there are procedures in place for referring people to relevant agencies for further support	
Continue to keep a record of continuing issues and actions	
Advise any new staff of what has happened and potential effects so that they can be aware	

Emergency Response Action Card – Deputy Incident Manager

When Alerted:

Start a written log of all information received, relayed and actions taken	
Assist the Incident Manager in alerting colleagues and establishing the Incident Response Team	
Help to alert all other staff of the incident	

Continuing the response

Ensure that all staff are aware of each other's incident response role & responsibilities	
Assist the Incident Manager as required	
Help to keep all staff regularly updated	
Organise a staff roster and ensure that staff breaks are scheduled	
Monitor staff responses and arrange support where necessary	

Emergency Response Action Card - Administrators

When Alerted:

Start incident log of information received, relayed and actions taken	
At the School: <ul style="list-style-type: none"> • Allocate telephone numbers for incoming calls • Parents Enquiries • Media Enquiries • External responding agencies • Council / School Governor • Designate phones for outgoing lines 	
Ensure that staff are aware of designated telephone numbers used above	
Ensure that there is a stock of blank log sheets	
Collate relevant information e.g. parent / next of kin contact details	
Log all incoming and outgoing calls and ensure that messages and notes are passed to the Incident Manager and relevant staff promptly Note: <ul style="list-style-type: none"> • Date and time of call • Name of caller / person called • Organisation • Message • Response • Action Taken 	
Maintain a record of any costs incurred, for example, extra staff hours, refreshments, transport	
Assist in recording details of visitors to the site and in providing means of identification	
Assist the Incident Response Team as directed	

Emergency Response Action Card – Parent Liaison Officer

When Alerted:

Start an incident log of information received, relayed and actions taken	
At the School:	
Obtain briefing by Incident Manager and agree information / briefing, possibly a prepared text, so that a consistent message is given out to all callers	
Confirm contact details and be ready to act as first point of contact for incoming enquiries	
Where appropriate, obtain and offer further contact numbers for support and additional information	
Ensure that all incoming and outgoing calls are logged. Details to include: <ul style="list-style-type: none"> • Name of caller / person called • Time and date • Message received / given • Response • Further action taken 	
Arrange a Meeting / Greeting Point on site for any parents & relatives visiting the school	
Ensure that the names of all visitors are recorded	
Make arrangements to ensure that parents / relatives are not left alone on site	
Consider the need for additional support for visiting parents & relatives e.g. tea & coffee	
Where appropriate and if families give their consent, offer the contact numbers of other families involved in the crisis (<i>Wherever possible, parents of all other children in the school should be warned that the school has experienced a crisis and that their child may be upset.</i>)	
Attend staff briefings and ensure that all information and briefings are updated regularly	

Emergency Response Action Card - Facilities Manager

When Alerted:

Start incident log of all information received, relayed and actions taken	
Check access onto and off site for visiting parents and consider any special instructions which may need to be communicated	
Liaise with the Incident Manager and Communications Officer to ensure that media are not being intrusive.	
Arrange a specific area for media briefings / visitors. Ensure there is sufficient segregation	
If necessary, collate plans of school premises and relevant information regarding utilities	
Ensure that all staff and visitors are wearing correct identification throughout their visit	

Emergency Response Action Card – Communications Officer

When Alerted:

Start log of all information received, relayed and actions taken	
Liaise with the Council's Communications Unit and Incident Manager to agree media strategy	
Offer media support of the Communications Unit to parents	
Ensure that all relevant parties are aware of your contact details and provide first point of contact for all media enquiries	
Make arrangements for regular internal communication to members of staff	
Prepare briefing notes and media statements in conjunction with the Council's Communication Unit and Incident Manager	

Coronavirus: THS Outbreak Management Plan update

01.09.24

From Monday 19th July 2022 the government have announced that the country will move to Step 4 of the roadmap. Specifically, we are moving away from ‘**stringent restrictions on everyone’s day-to-day lives**’ and learning to live with Covid, thus minimising disruption.

Government guidance rDRORts that the direct clinical risks to children from Covid are extremely low, and as every adult has been offered a first vaccine and the opportunity for two doses by mid-September the priority is now for schools to deliver face-to-face, high quality education to all pupils, at all times. The evidence is clear that being out of education causes significant harm to educational attainment, life chances, mental and physical health.

This ‘Outbreak Management Plan’ is a principled guide in managing;

- an outbreak at THS
- an “extremely high prevalence” of Covid-19 in the community and other measures have failed to reduce transmission
- package of measures “responding to a variant of concern”.

Limiting attendance in response to an outbreak will only be considered as a last resort. In the event of implementing a period of restricted attendance, THS will continue to provide “high quality remote education” for all pupils or those not attending.

During a period of restricted attendance, vulnerable children and young people and children of critical workers should still be able to attend.

See Outbreak Management Risk Assessment for further information on restrictions such as;

- Face covering
- Limits on trips and performances
- Social distancing inc. one-way system, drop-off and collection procedures

Scenario

Scenario 1 – Single Confirmed COVID Case If there is one case identified in school the following steps will be taken in line with the latest guidance:

- Notify class staff first of the positive case – are there any pregnant/non vaccinated staff?
Take appropriate action, following guidance if this is the case.
- Notify all staff next.
- School will send a Warn and Inform letter to the parents/carers of the applicable class
- Schools will follow their Local Authority rDRORting guidance
- Those in close contact will be asked to isolate via T&T (not the school). These children will log on via Google Platform to their classroom teaching 9- 3.15 and engage with learning along with their peers.
- Consideration will be given to transport and visitor contacts
- Remote learning plan to be implemented for those isolating
- School Covid Risk Assessment to be evaluated in light of any learning from new case

Scenario 2 – Outbreak within setting

The definition of an outbreak in school. Threshold of 10% positive cases in one class i.e. 3 out of 30 within 14 days.

As above re: notification

Place class in strict bubble – separate play and lunch.

Class unable to attend after school clubs.

Breakfast Club children to be kept separate in setting.

Class tables to be placed back in rows, dividers used

Allocate own toilet block for outbreak bubble.

Request that positive children's siblings within the school also isolate (5 days initially) as a circuit break to stop the spread around the rest of the school

Request children in the outbreak class LFT regularly, send in results to

medical@thomashickman.bucks.sch.uk

Liaise with public health and monitor cases

Guidance

- Appropriate PPE will be provided and worn in line with Guidance
- Hand sanitiser will be freely available
- Staff who can work from home will do so
- LFT testing will be available for staff

Should an outbreak be identified the following steps will be undertaken:

- School will liaise with Public Health passing on the relevant information
- Schools will follow their LA guidance for notification
- In collaboration with Public Health, SLT and govs a decision will be made as to whether school can remain open
- DfE will be informed if the school is to close (move to remote)
- LA will be informed if the school is to close (move to remote)
- In liaison with Public Health, if the school is a test site, on site testing will be reinstated
- Remote learning plan will be implemented (see below)
- External visits to the school will stop until deemed safe
- School COVID Risk Assessment will be evaluated in light of any learning from new cases

Scenario 3 – The setting is affected by a package of Local or National measures The COVID situation is ever changing as are the directed responses. Settings will work with Local or National restrictions and guidance. This will include working with the following:

- Parents/carers
- Pupils
- Public Health
- Local Authority
- Social Care
- DfE

The following plans are in place to support the continued delivery of education under local or National measures: Testing:

- School to distribute LFT tests to staff

As part of the school remote learning plan, details will be held of who requires a device to be provided. These will be available to be collected from school or, if there is prior warning, they will be distributed prior to class/school closures.

- Part of the wellbeing calls will be to monitor this provision and pupil access to the remote learning so that support can be given as required.

TIER	WHAT IT MEANS FOR OUR SCHOOL	ACTIONS WE'LL TAKE
1	We'll remain open full-time for all pupils.	See separate risk assessment; Contingency plan for blended learning approach is planned and teachers plan activities for children that are absent from school because of family isolation or self-isolation. (See Distance Learning on website)
2	We'll remain open full-time for all pupils.	Face coverings for staff should not generally be required in classrooms however, they should be worn by adults where they cannot keep 2m distance and are interacting face-to-face for a sustained period (15 minutes or more) with other adults and/or pupils.
3	We'll remain open full-time for all pupils.	<p>Where social distancing is not possible in areas outside of classrooms eg corridors, staff may choose to wear a face covering.</p> <p>Risk assessment to be updated as guidance changes.</p>
4	<p>We'll only remain open full time for vulnerable pupils and the children of critical workers</p> <p>We'll provide remote education for all other pupils</p> <p>We'll maintain the same rules on face coverings on-site as in tier 1, 2, 3</p>	<p>Risk assessment to be updated as guidance changes.</p> <p>We will utilise our Google Classroom platform to upscale our blended learning approach so that all pupils (except vulnerable pupils and children of critical workers, who will be on-site) who will be able to access remote education from home.</p> <p>Vulnerable pupils- A child in Need plan, a CP plan or a looked-after child, an EHCP. Other pupils identified as vulnerable at our discretion.</p> <p>We'll strongly encourage vulnerable pupils to continue attending school full time</p> <p>Work with our local authority (LA)</p> <p>Pastoral Team will contact a pupil's parent or carer, and (where applicable) social worker if the pupil doesn't attend, to find out why and discuss their concerns</p> <p>SEND children will have the opportunity to be in school following an individual risk assessment with parents of their needs and this will be dependent on staffing. SENDCo will liaise with families.</p> <p>Free school meals</p> <p>We will either provide supermarket vouchers/or government vouchers for eligible pupils of whom are at home.</p> <p>Staffing in school</p> <p>Depends on numbers attending.</p>

TIER	WHAT IT MEANS FOR OUR SCHOOL	ACTIONS WE'LL TAKE
		<p>EYFS provision 1:8 staffing rota if children have no additional needs. 1:15 for children in KS1. TAs will be asked to work in school on a rota system so that teachers can concentrate on remote teaching and learning.</p> <p>Communication with school</p> <p>Teachers and TAs will contact each child and family in school (from their class) on a weekly basis.</p> <p>HT/DHT will be made aware of any safeguarding/needs for families directly.</p> <p>Parents and children will have the opportunity to use the dl@email to liaise with classteachers.</p> <p>Children will receive feedback on their work when it is sent in remotely and be involved in Teacher Time for Me</p> <p>Teachers will monitor engagement with home learning tasks and flag up any families that need extra support.</p>

Remote Learning at all tiers

- These expectations have been written in relation to the pupils' age and stage of development for our school. We recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so we will work with families to deliver a broad and ambitious curriculum as much as possible and make adaptations as needed.
- We will put provision in place for children who need support to access online learning. We will provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access. At the moment no families have requested support for this.