

TUNBRIDGE WELLS GIRLS' GRAMMAR SCHOOL

Approved by Governing Body: July 2018

To be reviewed by: July 2021

CRITICAL INCIDENT MANAGEMENT POLICY

RATIONALE

Handling crises is a normal part of school life. Some incidents, however, are of a more critical and overwhelming character in which members of staff, pupils and parents may experience acute, even prolonged, distress. It is self-evident that if the school has anticipated having to deal with a major critical incident, and laid plans for managing a response, it will handle the actual event more effectively and confidently than would otherwise be the case.

Each critical incident is unique. The school cannot plan for every eventuality and it would be unwise to plan on the basis of the most recent or most publicized incidents experienced by other schools. Nevertheless, by their very nature and definition, critical incidents tend to disorientate and overwhelm those involved. Managing this sort of crisis is always going to be difficult but advanced planning is a necessary precaution and can be crucial.

DEFINITION

A critical incident is any event which involves

- The serious injury or death of a pupil
- The serious injury or death of a colleague
- Any incident charged with profound emotion
- Any incident constituting a serious threat
- Any incident attracting unusual media attention

The Headteacher (or, in her absence, the Deputy Headteacher) will determine whether a set of conditions constitutes a critical incident.

IMPLEMENTATION

- The establishment of a Critical Incident Management Team (CIMT), the members of which, collectively or individually, would take a lead in an emergency [SEE APPENDIX A]
- The commissioning of key roles within the CIMT
- The ensuring that basic information (contact lists, communication, procedures et cetera) is in place, known to all key members of staff and is kept up to date
- The construction of an Immediate Action Plan (IAP) [SEE APPENDIX B]
- The construction of a Handling Affected People Plan (HAPP) [SEE APPENDIX C]
- The ensuring that all key members of staff in the school community and governors are aware of the plans being developed
- The undertaking of an annual simulation exercise to explore how a critical incident may unravel and expose flaws in the IAP
- The incorporation of the latter into the School Development Plan in order to identify additional needs for planning, training, skills development and awareness raising
- The ensuring that timescales for review and amendment are securely in place.

LOCKDOWN PROCEDURES

Lockdown procedures are a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school. Procedures aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff.

Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident / civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the school)
- An intruder on the school site (with the potential to pose a risk to staff and pupils)
- A warning being received regarding a risk locally of air pollution (smoke plume, gas cloud, etc)
- A major fire in the vicinity of the school
- The close proximity of a dangerous dog roaming loose

Once in lockdown mode, staff should notify the school administrative office immediately of any pupils not accounted for (who will instigate an immediate search for any missing, provided it is safe so to do). Equally, the office should be notified if a member of staff has with him or her any person not normally in that lesson or space. Staff should encourage the pupils to keep calm. If necessary, parents should be notified as soon as it is practicable to do so via Parent Mail. Form telephone trees may also be activated. Pupils will not be released to parents during a lockdown. Skinners' School should be notified urgently (by LAW, JLP, HLR or NV) to prevent girls there returning to TWGGS and to alert Skinners' School to the danger. They will do likewise, in the event of a lockdown being triggered. Parents are informed of this procedure via the school newsletter; it is also available on the school website.

As appropriate, the school will establish communication with the Emergency Services as soon as possible.

TWGGS' Lockdown Procedures may be found at Appendix E.

APPENDIX A – THE CRITICAL INCIDENT MANAGEMENT TEAM (CIMT)

ROLE

The role of the Critical Incident Management Team is to take the lead in an emergency. Members of the team should have key roles.

COMPOSITION

The CIMT should be based on the SLT (but not necessarily the whole SLT – members could be excluded for various reasons such as distance, unavailability and inexperience in a crisis) and **should** include others. The key to having a successful CIMT is **expertise** and **availability**. It is often useful to have somebody on the CIMT who is **not** working full time at the school. Thus, it may include a governor, a former member of staff or a Head or Deputy from another school (by reciprocal arrangement). The key requirements here are that the person can give the time and is a '**safe pair of hands**'.

The CIMT should include **two** communication managers: **one** to get information in (and keep getting it in); **one** to control information out.

The CIMT **must** also include a clerk/administrator who will make detailed notes of all stages of the response. In particular, the clerk will make precise notes on all marginal decisions that have been taken, including the reasons **for** taking the decisions (and **not** taking others).

The membership of the CIMT should be reviewed and amended annually in the light of experience, competence, changed individual circumstances and staff changes.

APPENDIX B – IMMEDIATE ACTION PLAN (IAP)

The staged action plan below takes as an example a serious incident involving a number of pupils off school premises. It adapts readily to other circumstances.

ACTION WITHIN HOURS

1. Obtain and collate information about what has happened

Information required

- What has happened?
- Where and when?
- Name and contact number of an adult at the incident site
- Number of people injured, names and extent of injuries
- Location of injured, name and contact number of adult present
- Location of uninjured, name and contact number of adult present
- Is help required from the school?

2. Gather and brief the Critical Incident Management Team

The information gathered above needs to be disseminated. In addition, the CIMT needs to know

- Who has been informed of the incident?
- What has been said and by whom?

3. Inform the Chair of Governors and trigger LA support network through designated contacts

The Local Education Office provides support to schools

- It will help with physical resources
- It will alert Authority Officers as appropriate (CEO's office, public relations - for the media - , medical, health and safety, engineering maintenance, personnel, et cetera)
- The LA Contact Person will inform the authority's Educational Psychology team which can offer support immediately and later

4. Put in place an incident management room with a dedicated telephone line

There is a distinct possibility of the regular school telephone line being inundated with incoming calls from anxious parents and representatives of the media. It is essential that the CIMT maintains effective communications at all times.

- **A separate dedicated line is needed for outgoing calls the number of which must not be given to anybody other than members of the CIMT**
- The person or team dealing with incoming calls should provide a factual statement (agreed and drawn up by the CIMT) along with reassurance of action being taken at the incident site
- It is important to avoid speculation and not to make statements about further information unless it is **absolutely certain** that this will be available

5. Contact parents whose children are involved

This must be done quickly and sensitively. It points to the need for the names and contacts of any excursion party to be centrally available.

- Consistency of information is vital so a chain of communication (ie a telephone tree) should **not** be used
- If a parent cannot be contacted by telephone, it may be necessary to use another (reliable) parent or preferably, if possible, a note through the door asking him or her to telephone a given number. (Any message should relay known information and assurances of appropriate action being taken and should indicate if further information will be made available)

- It may be appropriate for parents to come into school to be ready for further information – arrangements for their reception need to be made

6. Inform Health and Safety Executive

If appropriate, the Health and Safety Executive must be informed. A member of staff involved in the incident must complete an accident form.

7. Make arrangements for informing other parents

If there is any possibility of legal liability, police action, or a health issue, the LA's personnel section and/or Health Authority, should be contacted before the school issues information to parents.

- It may be sufficient to inform parents by sending a letter home with pupils
- A prepared statement should give necessary facts, expression of sympathy/concern and possibly a message for the community – it is important to remember that a letter is likely to fall into the hands of the media. Parent Mail can be an excellent vehicle for speedy communication with parents.
- It may be better to delay this letter by two or three days until full information is available; in other circumstances, it will be important that the letter goes out immediately
- In some situations a letter may not be appropriate and it may be necessary to call a meeting at school, especially if the incident is one which will generate concern over some aspect of the school's organization (injury following violence at school, for example)

8. Inform teaching and support staff

It is vital that all adults in contact with pupils are kept well informed and feel secure in handling questions and comments – **everybody must speak with one voice.**

- A schedule for updating members of staff needs to be arranged (during break, at the end of the lunch break, at the end of school, first thing in the morning, et cetera) This ensures that knowledge is common and questions are answered
- Members of staff **must** be cautioned against talking to the media and responding to questions from reporters – **they are not trained to do these things**

9. Inform pupils

This is best done in classes or small groups.

- Particular care should be taken to protect and support pupils close to somebody involved in the incident
- Members of staff unable to handle the emotions or distress confidently should be removed from the equation
- Pupils should be given a consistent account of the incident whilst allowing for differences in their ability to understand

10. Encourage people involved to talk

In some instances people involved (pupils and staff) should be able to talk about it before going home.

- **This is not counselling**
- There is only one rule: **nobody is allowed to apportion any blame**

11. Be ready to deal with the media

The school may seek advice from KCC Media Department on handling the incident and particularly before agreeing to be interviewed or releasing names of pupils and members of staff. Nevertheless, the school will still face the need to deal itself with the attentions of the media. Pupils, parents, governors, teaching and support staff may be approached directly by press, radio or television reporters in the earliest stages of an incident. In an out-of-school incident, the media may learn of it before the school and may have information at odds with that of the school. In the most difficult circumstances, the police will provide some protection against media intrusion. In some instances, however, media interest may persist over a period of days and possibly be re-triggered by a funeral, an anniversary or court action.

- An agreed text for release to the media and/or as a script from which anybody (**from the CIMT only**) confronted by the media can speak should be prepared [SEE APPENDIX B(i) and B(ii)]

- Ensure that a designated spokesman, briefed and prepared, makes the direct response for the school
- If the CIMT is 'cold' there will be a need to 'buy time' but this should **not** be open-ended: "I am not in possession of all the facts. I'll collate the information and get back to you in an hour"
- An established, sympathetic, well-developed link with the local press and/or radio is a major asset
- It is essential to follow certain 'dos and don'ts' when dealing with the media [SEE APPENDIX B (iii)]
- Plans should be in place for exiting pupils from school if it is 'under siege'

12. Social Media and Website communication

The school website is an excellent form of communication, and the press statement (adapted as appropriate) needs to be placed on the website as a matter of urgency. This is the message most people will get quickly, and it will be instrumental in how the incident is presented and perceived. However, it must be recognised that this is a very public form of communication, and it may not be wise to publish thereon any events or information which are more private to the school, such as a school memorial service, as this may attract unwanted media attention at a sensitive time. Equally, pupils and members of staff should be cautioned against use of social media, such as Facebook or Twitter to share information or plans, as these are routinely trawled by the press for information, at such times.

13. E mail communication

Much of the immediate communication, other than by telephone, will be by e mail. Once all urgent communication has taken place, prepare appropriate brief standard responses to e mails. There may need to be several:

- response to positive communication from those known to the school
- response to negative or critical communication from those known to the school
- response to positive communication from those not known to the school
- response to negative or critical communication from those not known to the school.

APPENDIX B (i) – PRESS RELEASE

PRESS RELEASE

TUNBRIDGE WELLS GIRLS' GRAMMAR SCHOOL

COACH CRASH IN FRANCE

The prepared statement should be printed in font size 14. Each line of the text

should be double spaced. There should be a margin of 1” on both edges of the release. The text should be written in the third person and in the past tense.

The text should include 2 quotations. The quotations should be written in the first person and in the present tense. The quotations should be attributed to the Headteacher or the Chair of Governors. They should be ‘feelings’ quotations – “We are overjoyed...”, “I am saddened and concerned...”. The text should end with two contact names (and titles) and numbers – (1) is the person responsible for the press release, (2) is a person who can confirm that the press release still stands if (1) is not available but this person should not add anything. The release should end with a repetition of the title.

PRESS RELEASE

TUNBRIDGE WELLS GIRLS' GRAMMAR SCHOOL

COACH CRASH IN FRANCE

APPENDIX B (ii) – DELIVERING THE PRESS RELEASE**CONTENT**

The statement should be agreed and prepared by the CIMT. It should be relatively short (certainly fitting on to one side of A4 as set out in APPENDIX B (i)). All the relevant verifiable facts should be included – it is not advisable to shy away from anything. The statement should include expressions of sorrow but should end on an upbeat note: “Whilst this has been the most appalling and shocking tragedy, the school will continue to be the supportive community for which it is renowned and be there for all that need help....”

DELIVERY

The best policy is for the Head to be introduced by the Chair of the Governors: “.... I am sure that you will understand that this has been an awful incident....The main concern of the Head is obviously the welfare of the pupils and as such she has prepared a statement giving the facts you need to know”. The Chair of the Governors should also end the session: “That ladies and gentleman is the end of the statement. I am sure you will appreciate that the Head needs to get back to managing the situation and as such is not available at this time to answer any (further) questions.”

How the spokesman presents and responds to the media is as crucial as what is said. This implies training, practice to ensure confidence, credibility and a natural but prepared style.

APPENDIX B(iii) – RESPONDING TO THE MEDIA

'DOs'

- **Do** respond to 'what' and 'when' questions
- **Do** tell your story quickly, accurately and get across your key message(s)
- **Do** consider, when possible, the needs of your audience
- **Do** choose your own time when to report to the media
- **Do** ensure that everybody has the same story
- **Do** prepare and rehearse
- **Do** be human and sympathetic

'DON'Ts'

- **Don't** reply to 'why' and 'how' questions
- **Don't** respond to 'if' questions – "That is a hypothetical question"
- **Don't** speculate
- **Don't** name victims; leave this to the police
- **Don't** lie or bluff
- **Don't** make 'off the record' comments
- **Don't** make promises you cannot keep
- **Don't** make excuses or blame others
- **Don't** respond to blind quotations (eg "One of your teachers tells me that....Do you agree?")
- **Don't** allow words to be put into your mouth (eg "Would you agree that....?")
- **Don't** say 'no comment', explain why you cannot comment (eg "I cannot answer that question because it would be sub judice", "....I do not talk about individuals", "....there is an inquiry in place and thus it would be wrong for me to comment yet", "...I simply haven't enough facts yet to be in a position to answer that question").

PARENTS AND THE PRESS

If parents contact the press and make a damaging statement without first contacting the school and the press follows this up by asking for comments, the best responses would include:

"I am disappointed that the parents have not first spoken to me...."

"This is a caring school where we discuss problems...."

"....99.9% of parents choose this route to deal with problems when they occur"

"I operate an open door policy here where any parent can talk to me"

"....this is confidential. I do not discuss individuals"

"I wish to talk to the parents to discuss the matter and will be contacting them immediately after this telephone call to arrange a meeting"

APPENDIX C – HANDLING AFFECTED PEOPLE PLAN (HAPP)

People can react very differently to critical incidents; some will readily give vent to their feelings, others find it more difficult. Pupils' ages and development will obviously affect their understanding and feelings. The nature of the incident itself will have a major bearing on the feelings generated. The most common reactions include: denial, distress, guilt, anger and helplessness.

There are, however, some common needs which should be recognized and addressed.

1. Information about the incident

- All members of staff should be informed and given guidance on how to support and talk to the pupils
- The 'truth' should be confronted and care should be taken with the form of words in announcements
- The measures in place in the school to provide further help for distressed pupils should be outlined
- Information should be provided to parents on the kinds of help and support available to them and their children
- Continue to keep all updated as matters progress; this may need to be frequent.

2. Practical arrangements

Practical arrangements, the extent of which should have been identified previously by the CIMT, need to be put into place immediately

- Supplies of paper tissues
- Milk, tea, sugar, biscuits and sufficient tea-making facilities and cups
- Dedicated rooms for distressed pupils
- Available members of staff

3. Explicit acknowledgement of the incident

The management of a critical incident can result in a great deal of stress

- Acknowledgement of the emotional state of staff and pupils needs to be made, and time and space need to be given
- It should be recognized that some teachers may not wish to be directly involved in supporting pupils and that the burden of support may fall disproportionately on a small number of members of staff
- It is important that boundaries are established: there should be designated areas for parents, pupils, supporters and the press – **it is essential that 'milling' by pupils is prevented**
- It needs to be acknowledged that the incident may act as a trigger to pupils who are emotionally vulnerable, even if they are not directly involved, possibly resulting in difficulties in behaviour and relationships
- Sensitivity must be shown to detrimental effects on teachers' or pupils' concentration or performance
- Expectations of immediate 'counselling' should be resisted

4. Opportunity to talk through or otherwise express personal reactions

- While attempting to ensure continuity and normality, members of staff should encourage pupils to talk about their feelings and be prepared to listen to them
- Groups of pupils may be offered support from outside professionals who can debrief them, to help them understand their reactions and develop coping strategies (parental permission should be sought in this instance, for younger pupils - KS3)

5. Those providing support may need support

It is possible that those actively involved in responding to a critical incident may experience delayed reactions

- Members of staff who are coordinating the school's response to a critical incident should have scheduled relief periods
- Some teachers may need informed guidance and emotional support themselves

- Members of staff need to be cautioned to take account of their own welfare needs; this is especially true of senior leaders

6. Formal and informal recognition and rituals

- Arrangements may be made to express sympathy to the families directly affected by the incident
- Injured pupils can be visited in hospital
- Pupils can be encouraged to send cards and letters
- Plans can be made to attend funerals – if invited
- The desirability of holding special assemblies and memorial services should be discussed. It may well be necessary to hold special assemblies urgently. Consider appropriate groupings and whether there are pupils, and members of staff, who should be given the choice not to attend these, as a result of personal circumstances.
- Anniversaries are key times and the school must ensure that such times are anticipated and planned for with sensitivity and support

7. Continuing or quickly re-establishing routines

- Every attempt should be made to provide as much continuity as possible for the pupils
- The normal school day should be maintained as far as possible in order that pupils are as unsettled as possible

8. Return to school by pupils or members of staff directly affected

- Some may not be attending school after an incident and will need assistance on re-entry
- Some may have been injured or distressed and will need significant support to reintegrate into school life

9. Counselling

It may be appropriate to arrange for a school counsellor to work with individuals or small groups, either in the immediate aftermath, or in the weeks and months that follow.

APPENDIX D - DEALING WITH A SUDDEN DEATH – A SCENARIO (ANONYMISED)

Week 1

1. Within a short time of receiving the tragic news, place a sensitively written statement on the school website, telling of the pupil's death and paying tribute to her character and achievements. This also serves as a press statement.
2. Concurrently, the HT to inform/ write to all current staff, parents and governors informing them of the sad news and identifying future actions.
3. Senior staff to ensure the Local Authority is aware.
4. If during a holiday, at least one senior member of staff to be present in school to provide support for staff and girls.
5. HT or other appropriate senior member of staff to give media interviews.
6. HT to write to parents, and speak with them personally (or another senior member of staff if more appropriate).
7. The school website to be checked for photos of the pupil, these to be removed.
8. Communication to be maintained with both pupils and staff if during a school holiday, to ensure they are well-informed and know what to expect on returning to school; similar communications to continue after the holiday; Parent Mail is a superb resource here.

Week 2 - If the school is in session, Week 2 to be integrated into Week 1.

1. If the event occurs in holiday time, as soon as the school is back in session, a staff briefing to be held before school to keep staff informed and ensure nothing is missed.
 - a. As far as possible, girls to be in lessons, as routine provides great support.
 - b. Form tutors asked to be aware of all pupils who have suffered a significant bereavement or other major emotional stress, keeping a close eye on these girls, speaking to them individually and warning them of what assembly would discuss, so they are able to opt out if preferable.
 - c. Staff who may be personally acutely affected to be spoken with.
2. The HT to hold an assembly first with the pupil's year group, in the U6th/ L6th Common Room or similar space; an informal setting is crucial as is being honest, sensitive and open with girls.
3. The HT to speak with the rest of the school in a specially convened assembly. Getting the tone right in these two events is essential.
4. Arrangements to be made for a specific room to be manned all day by a senior member of staff, with very upset girls able to go there, to have some space and time to reflect; refreshments, biscuits, etc all provided. Throughout the day, there will usually be a handful of girls in there, some wanting to talk, others not.
5. The school to be supported from Monday onwards by a professionally-trained counsellor, with whom TWGGS has a long-standing relationship; she should continue to work with the school (offer to staff as well as pupils) one day a week throughout the academic year.
6. The school draws both strength and comfort from the very special TWGGS community; the importance of this cannot be overstated and should be reinforced in all ways possible by all staff.
7. Consider holding a small memorial for the pupil's friends, staff and some of her close family, holding a 2 minutes' silence and laying flowers; some girls may wish to speak of their much-loved friend.
8. It is important to celebrate, as well as mourn; therefore during this week, consider whether all of the school, pupils and members of staff, to have a themed clothes day (eg. sports clothing), in celebration of her life, remembering her in a very fitting, positive way. Donations possibly collected (although in no way obligatory or even asked for), to go to a memorial fund, in liaison with the family, if appropriate.
9. An update to be provided to the local press in advance of their publication day on the Friday.

General

- With a Year 11 pupil or Upper Sixth Former, examination boards, etc need to be notified and, where relevant, certificates obtained to recognise her achievements thus far.

- Many girls, parents, staff, governors, old girls and even strangers will want to extend their condolences and sympathies to the family. Ask that all of these be handed in at school (unsealed) so that we can pass them on. With separated parents, copy each item; communications from the wider public were carefully checked and a couple destroyed, as inappropriate. All e mails of condolence also to be printed off for the family. These cards, letters, etc to be placed in large envelopes and handed over periodically; that way parents can open the envelope and read the messages at a time when they feel strong enough so to do. It prevents large numbers dropping on the doormat as a daily, distressing reminder.
- The HT to take every whole school assembly for at least the period up to the funeral; these are important in terms of coming together as a community, celebrating her life and gently broadening out the messages. Be aware of the impact of wider events such Remembrance Day which could be very distressing.
- The assembly on the day of the funeral is especially sensitive.
- The funeral is a major event:
 - a) several girls may be asked to speak or read, others may have roles such as “ushers”, the school choir may be asked to sing and the HT or a senior member of staff to speak on behalf of the school, as the member of staff who knew her best.
 - b) All members of staff to be asked whether they wish to attend; if large numbers so do, the school may need to be fully or partially closed for that session.
 - c) Girls need to be well-supported in preparation; many will not have attended a funeral before.
- Girls and staff to put together a memory book (1/ 2 for parents (depending on circumstances); 1 for school archives), organised by some of her closest friends; every pupil and member of staff to be encouraged to contribute, stressing that it should be positive - memories or celebrations. Include also all of her personal statements from her reports and all of her school photographs. The school intranet to be trawled for informal photographs the family will be unlikely to have seen. This is a beautiful gift for parents, and is also a healing and comforting process for all involved over the 3-4 months of its production.
- Her form to be involved in choosing a memorial in the school grounds, identifying the site for a bench or tree (for example) and its inscription
- The school to establish a prize in the pupil's name, checking that her parents are happy with its purpose.
- With older girls, on the school Speech Day in December, present this for the first time, with a citation celebrating her life, and the whole hall to stand to applaud. Invite the family to the event. It is important to move on from minutes of silence to celebratory applause. Do likewise with KS3 Awards for younger girls.
- Make a point of talking about her and remembering, often laughing.
- With their form tutor, consider how to celebrate the pupil's birthday the first year after the death: for example, the form to release balloons.
- If an Upper Sixth Former, she needs to be included in the Leavers' Book; Leavers' Day/ Service must include mention of her; A Level Results Day requires sensitivity as some girls may feel guilty for celebrating while she is not there.
- Speech Day for her year group should include positive mentions of her in the HT's speech; her family to be invited to see her prize being presented to a girl from her year group.

APPENDIX E – LOCKDOWN PROCEDURE

Emergency Procedures – Lockdown

The document below is to be displayed on all tutor group noticeboards and in offices / department bases. At the beginning of each academic year, tutors read through the procedure with their tutees.

TWGGS EMERGENCY LOCKDOWN PROCEDURE

ALARM – six long rings of the bell

INSTRUCTIONS

The emergency lockdown is used when it is necessary to restrict movement around the school site.

Everyone in a teaching space supervised by a member of staff must stay where they are, close the doors and windows (locking these where possible), remain seated and quiet, and follow instructions from the member of staff.

Pupils in a common space, for example, a corridor or outside, should proceed to the nearest supervised indoor teaching space as quickly as possible, and in silence. If this happens at break or lunchtime, they should go to the nearest indoor space available and remain silent, awaiting a staff presence to arrive.

Support staff, staff who are not teaching and visitors and contractors should proceed to the nearest office or classroom as quickly as possible, or remain in their indoor space (locked if possible).

Staff should check their email for further information and instructions.

Pupils must follow the instructions of staff at all times and stay away from windows and doors. Pupils are not permitted to use any mobile or internet device during a lockdown, or until otherwise instructed to do so by a member of staff.

ALL CLEAR SIGNAL – three rings of the bell

There will be an annual lockdown drill that will be notified to staff and students in advance. A lockdown is more complex than an emergency evacuation in that:

- the reasons for a lockdown can be varied and it is difficult to plan for every eventuality
- it is easier to evacuate to a single, central point than gather, and communicate with groups of people in multiple venues

Lockdown initiation email (sent by Head's Exec Asst)

Dear All,

Please note that we are currently in LOCKDOWN.

Please remain in your teaching space or office until the all clear signal is sounded, which will be three rings of the school bell.

Please ensure that everyone remains calm and that pupils do not use their mobile phones or any internet devices. Please close your doors and windows, remain seated, quiet and out of sight if possible.

LOCKDOWN PROCEDURES – Information for members of staff

Lockdown procedures are a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school. Procedures aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff. Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident / civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the school)
- An intruder on the school site (with the potential to pose a risk to staff and pupils)
- A warning being received regarding a risk locally of air pollution (smoke plume, gas cloud, etc)
- A major fire in the vicinity of the school
- The close proximity of a dangerous dog roaming loose

There will be an annual lockdown drill that will be notified to staff and students in advance. There is a yellow notice in each form room identifying the key aspects of the procedure; this is to be found at the end of this document

- The alarm is six long rings of the bell
- Everyone in a teaching space supervised by a member of staff must stay where they are, close the doors and windows (**locking doors where possible**), remain seated and quiet, and follow instructions from the member of staff.
- Members of staff in the following rooms should lock the external door nearest to them as follows:
 - C1 and C2
 - C14 and C16
 - H1 and H4
 - M1 and M2
 - C7 and C8
 - Receptionist
 - H4 and H5
 - PAC 1,2 and 3

N.B. In all cases, the door can be quickly and safely locked by dropping a latch, or turning a lock. Two classrooms are identified in case of one not being in use when the lockdown occurs.

- Those in rooms near communal areas (e.g. corridors & stairwells) should check that windows are closed.
- Caretakers will await instructions regarding locking and therefore will have radios switched on; if it is safe for them to go around the school and lock all other external doors, they will do so, if necessary. This will depend on the type of emergency prompting the need to lock the school down.
- Members of staff should immediately switch on the computer and check their email for further information and instructions.
- Pupils must follow the instructions of staff at all times and stay away from windows and doors, especially in ground floor rooms. It is wise to close curtains or draw blinds in these rooms. Pupils are not permitted to use any mobile or internet device during a lockdown, or until otherwise instructed to do so by a member of staff. These **MUST** be turned off (not on silent).
- Once in lockdown mode, staff should notify the school administrative office immediately via e mail (admin@twggs.kent.sch.uk) of any pupils not accounted for (who will instigate an immediate search for any missing, provided it is safe so to do).
- Equally, the office should be notified if a member of staff has with him or her any person not normally in that lesson or space. Staff should encourage the pupils to keep calm.
- Pupils in a common space, for example, in the toilets, in a corridor or outside, should proceed to the nearest supervised indoor teaching space or supervised office as quickly as possible, and in silence. Those on all-weather pitch are to go to PAC, or Hazell Building, on tennis courts to C block and on field to Music or Hazell Building. If this happens at break or lunchtime, they should go to the nearest indoor space available and remain silent, awaiting a staff presence to arrive.
- Support staff, staff who are not teaching and visitors and contractors should proceed to the nearest office or classroom as quickly as possible, or remain in their indoor space (locked if possible).
- If necessary, parents should be notified as soon as it is practicable to do so via Parent Mail. Form telephone trees may also be activated. Pupils will not be released to parents during a lockdown.
- Skinners' School should be notified urgently (by LAW, JLP, HLR or NV) to prevent girls there returning to TWGGS and to alert Skinners' School to the danger. They will do likewise.
- As appropriate, the school will establish communication with the Emergency Services as soon as possible.
- The all clear signal is three rings of the bell, at which point normal school procedures should resume.