

# Critical & Major Incidents Plan

## Impington Village College

Original Date Written: 14/11/25

Review Completed:

Review due: November 2026

## Impington Village College – Critical Incident Plan

This document is based on the Cambridgeshire County Council’s “Responding to Critical Incidents” Guidance Document (“the Guidance Document”) which should be referred to at all times.

In the event of a Critical Incident the school’s Senior Leadership Team (SLT) and, if necessary, all IVC Leaders e.g. Heads of House & Lead Practitioners, will form the Critical Incident Management Team (CIMT).

All members of SLT will hold:

- A copy of this document
- A full and up to date list of all staff, including SLT, and their emergency contact details.

The Principal, or Vice Principal in the absence of the Principal, will co-ordinate activities of the CIMT as required to deal with the specific incident effectively. Actions would be taken in accordance with document, including contacting third parties (police, Education Advisers, parents etc) as appropriate.

<p>Key crises which might become critical incidents for us as a school.</p>	<p>Most probable Critical Incidents are likely to be:</p> <ul style="list-style-type: none"> <li>• Fire: invoke Fire Evacuation Procedures</li> <li>• Bomb threat: as above plus review situation immediately and consider the need to move everyone offsite</li> <li>• Intruder alert: alarm sounds to initiate lockdown procedure; remaining in rooms and locking doors</li> <li>• Incident/injury on school trips: offsite trips/visits require particular attention due to their specific potential for incidents to occur. All such trips will have an appropriate leader appointed who will plan the trip, including undertaking risk assessments and must be reviewed and approved at an appropriate level (Principal or County depending on trip type). The trip leader will have contact details for two senior members of school staff for use in the event of an emergency</li> <li>• Incident/injury during PE or a sporting activity: all members of staff have access to a phone at all times to be able to communicate for help in the event of incident/injury</li> <li>• Child Protection issues – designated CP managers to assess and lead activities</li> </ul>																																		
<p>Likely members of the Critical Incident Response Team</p> <p><i>See SLT contact details for further core members to draw on for the CIRT</i></p>	<table border="1"> <tr> <td>Jo Sale</td> <td>Principal- Lives Local</td> <td>07890617835</td> </tr> <tr> <td>Katie Jarvis</td> <td>Vice Principal - Lives Local</td> <td>07921258546</td> </tr> <tr> <td>Meg Dinig</td> <td>Assistant Principal SENCO</td> <td>07896352161</td> </tr> <tr> <td>Chris Gee</td> <td>Assistant Principal</td> <td>07825648899</td> </tr> <tr> <td>Jenny Walker</td> <td>Assistant Principal</td> <td>07778339572</td> </tr> <tr> <td>Gina Chivers</td> <td>Assistant Principal</td> <td>07469712118</td> </tr> <tr> <td>Bronwyn Wilson</td> <td>Assistant Principal - Lives Local</td> <td>07518060669</td> </tr> <tr> <td>Leanne Gibbons</td> <td>Assistant Principal - Lives Local</td> <td>07861236201</td> </tr> <tr> <td>Christine Incles</td> <td>Assistant Principal</td> <td>07894813743</td> </tr> <tr> <td>Lucy Scott</td> <td>CEO</td> <td>07806 555964</td> </tr> <tr> <td>Rhiannon Evans-Ali</td> <td>Communications</td> <td>07854745920</td> </tr> </table>		Jo Sale	Principal- Lives Local	07890617835	Katie Jarvis	Vice Principal - Lives Local	07921258546	Meg Dinig	Assistant Principal SENCO	07896352161	Chris Gee	Assistant Principal	07825648899	Jenny Walker	Assistant Principal	07778339572	Gina Chivers	Assistant Principal	07469712118	Bronwyn Wilson	Assistant Principal - Lives Local	07518060669	Leanne Gibbons	Assistant Principal - Lives Local	07861236201	Christine Incles	Assistant Principal	07894813743	Lucy Scott	CEO	07806 555964	Rhiannon Evans-Ali	Communications	07854745920
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	<p><b>Roles in the CIMT</b> The following roles should be assigned when a CIMT is stood up.</p> <ul style="list-style-type: none"> <li>• Incident Team Manager</li> <li>• External Point of contact</li> <li>• Parent/Family Liaison</li> <li>• Record and log keeping</li> <li>• Maintainer of normal running- An additional person should be appointed to maintain the normal running of the school where this can take place.</li> </ul>																																										
Other key emergency contact details	<ul style="list-style-type: none"> <li>• Local Authority Contacts- See Appendix</li> <li>• All SLT numbers- Found on Teams</li> </ul>																																										
Local alternative off-site facilities we may be able to use if required	<p>Admin base:</p> <ul style="list-style-type: none"> <li>• Chesterton Community College</li> <li>• Holiday Inn Hotel- permission would need to be sought</li> </ul> <p>Evacuation / Holding area(s):  1<sup>st</sup> Evacuation Location- school field where appropriate  2<sup>nd</sup> Evacuation Location- recreation ground  3<sup>rd</sup> Evacuation Location- St Andrew's Church  4<sup>th</sup> Histon Brook Primary School</p>																																										
Grab pack / key items to remove off-site if required	<p>Grab Bag- Located in Principal's office  Second bag located in E22</p>																																										
First Aiders and locations of First Aid kits	<p><b>Designated First Aiders</b></p> <table border="1" data-bbox="386 1384 976 1715"> <tr><td>Harvey</td><td>Lisa</td><td>Student Reception</td></tr> <tr><td>Pearce</td><td>Laura</td><td>Prom</td></tr> <tr><td>Adam</td><td>Heather</td><td>Sixth Form</td></tr> <tr><td>Stevenson</td><td>Lisa</td><td>Science</td></tr> <tr><td>Bean</td><td>Jo</td><td>Reception</td></tr> <tr><td>Wocha</td><td>Angie</td><td>Exams Office</td></tr> <tr><td>Irwin-short</td><td>Noeleen</td><td>Referral Room</td></tr> <tr><td>Pierce</td><td>Emily</td><td>Art</td></tr> </table> <p><b>Additional first aid trained staff</b></p> <table border="1" data-bbox="386 1787 1024 2029"> <tr><td>Bell</td><td>Laura</td><td>Drama</td></tr> <tr><td>Bidwell</td><td>Tracey</td><td>TA</td></tr> <tr><td>Cornish</td><td>Beth</td><td>Science</td></tr> <tr><td>Cross</td><td>Suzanna</td><td>Languages</td></tr> <tr><td>Daltry</td><td>Emily</td><td>PE</td></tr> <tr><td>Dennehy</td><td>Joseph</td><td>Languages</td></tr> </table>	Harvey	Lisa	Student Reception	Pearce	Laura	Prom	Adam	Heather	Sixth Form	Stevenson	Lisa	Science	Bean	Jo	Reception	Wocha	Angie	Exams Office	Irwin-short	Noeleen	Referral Room	Pierce	Emily	Art	Bell	Laura	Drama	Bidwell	Tracey	TA	Cornish	Beth	Science	Cross	Suzanna	Languages	Daltry	Emily	PE	Dennehy	Joseph	Languages
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Evacuation procedures / issues to be considered	<ul style="list-style-type: none"> <li>• Fire alarm to be used to evacuate to field</li> <li>• Lockdown alarm to be used to secure site</li> <li>• Support staff to deliver messages to classrooms if evacuation to another site is needed &amp; class teacher to accompany each class</li> </ul> <p><b>Break/ Lunch</b> Implement fire alarm protocol or go to nearest classroom/indoor space for lockdown alarm</p> <p><b>Before/ After School</b> Run, hide, tell protocol as needed</p>																																													
Key Actions	The school will follow the SAFER principles outlined in the Cambridgeshire guidance for handling critical and major incidents. These may be reproduced here for ease of access if required. The example timeline in Appendix 4 may also be useful here.																																													
Communication protocol	<p>Three layers:</p> <ol style="list-style-type: none"> <li>1) internal communication to alert SLT and contact emergency services where required</li> <li>2) school-wide communication to inform all staff and students</li> <li>3) external communication to notify parents, the media, and relevant authorities.</li> </ol> <p>Internal communication</p> <ul style="list-style-type: none"> <li>• Comms leader: JSA</li> <li>• Communication point: JSA office.</li> <li>• Primary point of contact for external bodies such as emergency services: KJA</li> <li>• Use of a calling tree: SLT/LPs/Staff to inform staff members quickly, ensuring everyone receives the same information at the same time.</li> </ul>																																													

	<ul style="list-style-type: none"> <li>• Log all communication, including who called, the time, and the message given and received.</li> <li>• Share factual information ONLY: Provide a summary of the facts, the time of the next briefing, and any preliminary plans.</li> </ul> <p>School-wide communication</p> <ul style="list-style-type: none"> <li>• Brief staff: As soon as possible, where possible, hold a formal briefing for all staff to provide factual information and clarify their roles and how to support students.</li> <li>• Inform students: Inform students in age-appropriate ways being factual and reassuring</li> <li>• Set clear boundaries: remind everyone <b>not</b> to discuss the incident on social media or speculate.</li> </ul> <p>External communication</p> <ul style="list-style-type: none"> <li>• Contact parents: Notify parents via in touch if possible. Suz Izzard at Chesterton Community College holds parent and student contacts for IVC. Her number is: 07762756745</li> <li>• Advise parents to avoid calling or coming to the school to keep phone lines and the site clear for emergency services</li> <li>• If communication with the media is appropriate: JSA is the single spokesperson. No one else should communicate with the media unless formally asked to by JSA</li> <li>• Inform authorities: Provide authorities with all known facts, including details such as casualties and the location of the incident where appropriate</li> </ul> <p>Communication after the incident</p> <ul style="list-style-type: none"> <li>• Follow-up with staff: debrief at the end of the day/next day to provide updates as needed - JSA</li> <li>• Support for students and families: information on available support for distressed children and their families -KJA</li> <li>• Monitor and debrief individuals – JSA/KJA</li> </ul>
<p>Other key documents (see Appendix 2)</p>	<p>APPENDIX 1- EMERGENCY PROCEDURE- TRIP LEADERS  APPENDIX 2- USEFUL CONTACTS AND NUMBERS  APPENDIX 3- SCHOOL CRITICAL INCIDENT RECORDING SHEET  APPENDIX 4- HOAX THREAT MODEL LETTERS  APPENDIX 5- CYBER ATTACK  APPENDIX 5- TASK PLANNER- SIMPLE VERSION  APPENDIX 6- TASK PLANNER-DETAILED</p>

# IMPLEMENTING THE PLAN

Follow the **S A F E R** principle.

**Stop** – and gather information, start to gather people to help you from your Critical Incident Response Team. Start recording decisions and actions on the incident recording sheet.

- Bring together the CIRT
- Assign tasks and ensure each individual knows what is expected and logs their action on a central log of events record sheet
- Consider whether you may need to close the school
- Identify a member of the CIRT as the person to co-ordinate information
- Consider communication to school staff/pupils/community

**Assess** – what has happened, what can you see, what did you hear, what are people saying, are there any known casualties, and is first aid or an ambulance required? Who else needs assistance?

- What happened/where/when
- How many involved; who are they?
- Name and contact numbers of adults at location of incident
- Details and location of injured (severity, name of injured and supervising adult(s) name(s) /contact number)
- Details and location of non-injured names, and supervising adult(s) name(s) /contact number

**Formulate** – a plan for the next 5 minutes.

- Bring people around you to help
- Launch the Critical Incident Plan.
- Work out where you will be based and establish a dedicated phone line to operate from that base.
- What has been done already and what needs to be done next?
- Has anyone else been informed e.g. Emergency Services, Leadership Adviser? (What were they told?)
- Ensure Leadership Adviser/LA/Trust and Chair of Governors/Chief executive are informed.
- Does anybody else need to be informed?

**Execute** the plan and delegate the tasks.

- Identify actions for CIRT members and identify if more members are required
- CIRT to agree a statement for all incoming calls, which can be managed by properly briefed staff or via informative answer phone messages where not all school lines can be operated personally (e.g. after school hours)
- CIRT to brief personnel having direct links with public/media (factual brief statements only) (Discourage any speculative discussion; route all press enquiries to the LA Communications Team in the case of a critical or major incident)
- Establish a press release in conjunction with the Communications Team
- Action the 'telephone cascade' for staff and governors if appropriate, to keep information flow fast and accurate

- Communicate with families whose relatives (children and adults) are or may be involved. This should be done quickly and with great sensitivity, preferably by a CIRT member. Remember it is the responsibility of the police to notify next of kin in the event of a death
- Consistency of information is essential, therefore, use the agreed statement and the most up-to-date information available
- Try not to leave messages or use extended chains of communication
- Establish a reception base for concerned relatives coming to the school and think carefully about the siting of this base. Ensure people who can comfort and inform relatives staff this. Maintain direct contact with this base
- Prepare general information for all parents/staff/governors. Information should be simple, factual, express sympathy and concern and should indicate when further information may be available
- Regularly brief school staff and governors and ensure that staff and governors are discouraged from speaking to the media
- Brief pupils. This is best done in class or tutor groups and should be age appropriate

**Re-assess** – be prepared to stop, look around, is your plan working, does it need to be altered?

- How long is the incident going to continue for?
- Do staff need to be rotated into jobs and tasks?
- Is there somebody to hand over to?
- What continuing support is required for pupils, staff and relatives of those involved? A member of CIRT should have been identified as having responsibility for ensuring continuing support. Your Leadership Adviser may have mobilised help from a variety of agencies able to offer support and counselling to those immediately affected. These may include:  
Educational Psychologists  
Experienced counsellors  
Social Workers  
Emergency Planning Team  
District teams  
Property officers  
Health and Safety
- You will need to discuss likely continuing needs with relevant professional staff. Local religious communities may also be able to contribute or take a lead in providing a longer-term focus for support
- You may want to include in your plan details of who can offer specific support and for how long this can be continued.

### **The Recovery phase**

Share information and advice about what has happened (this will apply immediately but will continue into the recovery phase). Do remember that the media will be aware of the anniversary date of a critical or major incident and may follow up in subsequent years. It makes sense to prepare for such interest.

Acknowledge the consequences of the event on the school's community. Provide opportunities for pupils and staff to express personal reactions and feelings (immediate and continuing need).

All staff will need information about what has happened, and they should be advised about how to talk to and support children. The Education Psychology service can provide expert advice on this. Counselling information should be provided for staff. Parents may also need information and advice on supporting and getting help for their children.

Your school's Designated Safeguarding Lead (DSL) has information about a range of support agencies, and it would make sense to include the information provided in their DSL booklet in your Critical Incident resource pack.

The CIRT may also need to consider the overall response of the school after the conclusion of the incident. This will include the response to some of the following:

- Attendance at a funeral. (It will not normally be appropriate to close the school)
- Visit(s) of staff/children to hospital
- Expressions of sympathy to families affected
- Communicating information that the family/families involved want to share with the wider community
- An assembly or service to mark the event
- A memorial in the school or school grounds. It is advisable to consider this carefully and ensure full consultation with all parties
- Do bear in mind that school letters about the incident may be shared with the local and national press and may be posted on a range of social media sites

# APPENDIX 1- EMERGENCY PROCEDURE ON TRIPS

## Trips & Visits

The sequence of actions depends upon the nature of the emergency.

### Immediate Action

1. Ensure your own safety.
2. REMAIN CALM - Assess the situation.
3. If possible, delegate actions to other leaders and participants so you can keep an overview, and to allow concurrent activity.
4. Ensure the safety of the group. Make sure everyone is accounted for and adequately supervised.
5. Call relevant emergency services if necessary (see phone numbers below).
6. Carry out first aid to the best of your abilities.

### First Aid

The aims of first aid are to

1. Preserve life:
  - a. Casualties need to be able to breathe – if they are unconscious put them into a safe airway position.
  - b. Try to find and stop any serious external bleeding.
2. Prevent the condition worsening:
  - a. Protect the casualty from the environment - keep them warm and dry.
  - b. Monitor their condition.
3. Promote recovery:
  - a. Talk to them, reassure them, hold their hand, provide emotional support.

### Urgent Action

Take stock and plan, delegating where possible.

Call your establishment's Emergency Contact (or if unavailable, your employer's Emergency Contact) if any of the following apply (see phone numbers below):

- You need support;
- The emergency services are involved;
- The incident is serious;
- The press/media are involved.

They could need the following information:

- Who you are, which establishment you are from and what your role is within the group;
- The number you can be called back on;
- The nature of the emergency and details of the incident;
- What help you need;
- Whether the emergency services are involved;
- How many casualties there are and their status;

- The number of people in your party;
- Your location, and whether you plan to move.

Liaise with, and take advice from, the emergency services if they are involved.

Address the urgent needs of the group:

- Ensure adequate supervision;
- Ensure they understand what to do to remain safe;
- Physical needs, e.g., shelter, food and drink, transport;
- Emotional needs, e.g., remove them from the scene, provide reassurance and emotional support (they can often do this for each other), give them useful things to do, protect them from intrusion.

Control communications – prevent group members from using phones or social media unsupervised, or talking to the media, until the establishment, employer and affected parents have been informed, and explain to them the importance of not spreading inaccurate information.

Start a written log of actions taken and conversations held, with times.

### **Further Actions and Follow-Up**

Take stock again and re-plan the next phase – what have you forgotten?

Deal with any casualties who are in the care of the emergency services:

- Allocate a member of staff to accompany them to hospital;
- Keep track of who is where.

Consider the needs of yourself and fellow leaders – are you/they coping?

Liaise with your establishment or employer – hand over what you can to them, to reduce the stress on you.

Continue the written log with all details of the incident of the actions taken, including names and contact details of any witnesses.

Address the further needs of the group, for example:

- Information about the incident and what is happening;
- Toilets, washing facilities, clean/dry clothes;
- Transport;
- Accommodation;
- Contact with home.

Refer all media, parental or other enquiries to your establishment or employer.

Contact relevant agencies as necessary (via your establishment/employer if possible) – see numbers below.

Keep receipts for any expenses incurred – insurers will require these.

Report the incident using your employer's procedures.

## First Contact Emergency Action Card

On receiving a call:

In the event of receiving an emergency call from a group on a visit, remember they will be very stressed. You need to remain calm to be able to take down some key information without missing anything. Carry out the actions below, as appropriate:

Take down the following information:

Who is calling?
If you have more than one Establishment, which one are they from?
What is their role in the group (Visit Leader, Assistant Leader, Helper, Participant)?
What number can they be called back on should you be disconnected?
What has happened? What is the nature of the emergency?
What is the number and status of any casualties?
What is their current location?
What is the total number of people in the party?
Are they staying where they are or moving? If they are moving where to?
What help do they require?
What time did the accident happen?
What time is it now? If the group is outside the UK, what is the time difference?

Reassure them and tell them they will be called back once you have contacted a senior leader (within 30 minutes).

If you receive a call from the media or a Parent, refer them to a member of the senior leadership team  
Contact staff in the following priority order and give them the information you have noted.

<b>Name</b>	<b>Mobile(s)</b>
<b>Jo Sale</b>	07890617835
<b>Katie Jarvis</b>	07921258546
<b>Maya Whitmore</b>	07535256316

## **PE Lessons**

### **Immediate Action**

1. Ensure your own safety.
2. REMAIN CALM - Assess the situation.
3. Ensure the safety of the group. Use students to help where needed.
4. Call relevant emergency services if necessary
5. Call/ send runner to reception to gain further staff and first aid support (ambulance to be met by staff to be given directions)
6. Carry out first aid to the best of your abilities.

### **First Aid**

The aims of first aid are to

Preserve life:

7. Casualties need to be able to breathe – if they are unconscious put them into a safe airway position.
8. Try to find and stop any serious external bleeding.
9. Prevent the condition worsening:
10. Protect the casualty from the environment - keep them warm and dry.
11. Monitor their condition.
12. Promote recovery:
13. Talk to them, reassure them, hold their hand, provide emotional support.

# IVC Lockdown Procedures

There are many incidents in which a lockdown could be triggered. These can consist of:

- A reported incident or civil disturbance in the local community
- A dangerous individual in the immediate locality
- An intruder on the College site with the potential to harm staff or students
- A warning of the risk of acute air pollution
- A major fire in the immediate vicinity
- Close proximity of a dangerous animal
- A serious on-site incident requiring the movement of emergency vehicles requiring students to be subject to restricted movement for their safety

## Full Lockdown:

A lockdown will be triggered by an alert being passed to a member of the SLT – a specific message will be broadcast on the College alarm system;

*“There is an incident on site – please await further instructions”*

This message will be broadcast for between 10-15 seconds – during this time and immediately afterwards the following actions must be carried out.

## During lesson times

- Teaching staff should lock their classroom doors if possible, especially classroom doors that are connected to an outside area for example the G rooms
- Staff in offices should lock their office doors if possible.
- Teachers close by to external doors within faculty areas, such as the Humanities block, or Science classrooms in the P corridors, should immediately secure these external doors before locking their own door.
- Classrooms with lots of glass – such as G rooms –students and staff should place themselves away from any immediate danger such as sitting on the floor away from windows.

Location	Staff Member Responsible
K Block – Main Door	Paul Thompson
K Block – Science End	Jessica Fletcher
K Block – Cavendish End	Thomas Sarah/Yolanda Warwick
George Edwards – Main Door near GCH Office	Jenny Walker
George Edwards – E22	Vicky Bailey
George Edwards – Quad Door and Door to AR	Leah Cooper/Meg Dinig
AR	Bronwyn Wilson/Leanne Gibbons/Suzy Offord
Science Old – Library Doors	Ben Nichols/P1
Science Old – Pavilion End	Prep room staff

Science New	Staff in staff room
Science New	Each teacher lock own door from inside
Pavilion – Main Doors	Richard Bullen/Becky Messenger
Pavilion – Staff Room	Richard Bullen/Becky Messenger
Pavilion – Doors facing Prom	Richard Bullen/Becky Messenger
SPP	Alyson Weston/TAs working in area at time
Reception and Main Doors – Reception/front of school external and internal doors	Reception Team
Reception and Main Doors – G6 Doors	Laura Pearce
Reception and Main Doors – Canteen Doors	Julia Haynes
Reception and Main Doors – Student Reception doors	Lisa Harvey/Poppy Rogers
Reception and Main Doors – Door at end of Brackenbury Corridor	Angie Wocha/Lorena Brondani
Art – G15 doors	G15 Teacher
Sports Hall Area	Caroline Osborne or any staff in the office
PSH – AP	Jess Lathey-Tonner
PSH - Main Doors	Noleen Irwin-Short
Library including door to small teaching area	Christine Incles
Humanities	Each teacher lock own door
Humanities – External Doors	Hannah Oldridge
Languages	Each teacher lock own door from inside
E3, E4 and E6	Staff using the rooms
Canteen	Matt Allen
Performance	Laura Bell/Nell McLeod
Dance Studio/changing rooms	Teacher present at time of alarm

### **Outside lesson times**

Upon hearing the alarm – leaders with radios should be vigilant in moving to outside spaces and urging students to make their way inside the nearest building – the main priority has to be clearing the outside spaces.

Staff should use their judgment to make sure that external doors close by are secured when they are sure that the outside area is clear of students – students should be encouraged to take shelter in nearest classrooms and stay clear of windows and doors.

### **All Clear**

The all clear will be sounded by the triggering of the College fire alarm for an evacuation for register checks. Please could staff responsible for locking up release all doors.

### **Register checks**

Once the all clear has been sounded and the site is no longer threatened by the triggering event – the fire alarm will sound and the site must be evacuated to the field as per our evacuation procedure – this will ensure that we can ensure the presence of all staff and students following the lockdown event.

### **Notes for consideration prior to the planned test**

Make sure you, as a faculty, have the necessary keys to the external doors and classroom doors.

Decide, as a faculty, who is closest to the external doors and able to position themselves there to ensure that students are not outside or that the external doors are secure (this should ideally be shared between two people to ensure coverage if one is absent at that particular time).

Talk through with your tutor group the importance of responding quickly, but tread a fine line not to create stress or panic in some of our most vulnerable students.

Consider the safest space in your classroom and how you could get your class there, should you need to if you heard the sound of the alarm.

## APPENDIX 2 USEFUL CONTACTS AND NUMBERS

<b>Any Critical Incidents:</b>		
Phil Nash	Senior Adviser for Leadership	01223 699448 07920 270820
Rachael Schofield	Leadership Adviser	07765 742629
Stephen Brown	<b>Outdoor Education Adviser</b> <b>(See also VESN Card)</b>	01480 379677 07879 436541
Communications	<b>communications@cambridgeshire.gov.uk</b>	01223 699281 07833 480348 (Out of hours)
<b>Property Issues:</b>		
John Clayton	Education Capital Programme Manager	07879 434636 01223 715504
Phil Hill	<b>Property Compliance Manager</b>	07771 945185 01223 699120
Ian Trafford	Education Capital Strategy Manager	07759 116529 01223 699803
Stuart Wood	<b>Health and Safety and Wellbeing Manager</b>	01223 699122 07789 397291
Mark Greenall	Insurance and Risk Manager	01223 699112
<b>Transport Issues:</b>		
Sue Eagle	Social & Education Transport Manager	01223 715598 07769 742160

Martin Kemp	Social & Education Transport Quality Manager	01223 715605 07979 703869
Clare Buckingham	Strategic Manager, Place & Planning	01223 699779
<b>Pupil/Staff Issues:</b>		
Sara Rogers	Education Safeguarding Manager	01223 729045 07990 936820
Kirsten Branigan	<b>Principal Education Psychologist</b>	01223 728159
Sarah Tabbitt	<b>Head of Targeted Support (North)</b>	07824 569459 01480 373813
Tania Diaper	<b>Head of Targeted Support (South)</b>	01354 750189 07789988735.
Emma Fuller	Senior Adviser for Teaching & Learning	07881 852441
Health Assured	<b>Maintained schools Employee Assistance Programme</b>	0800 030 5182
YOUnted	Emotional wellbeing and mental health support for children and young people	0300 3000 830.
<b>Other/wider issues:</b>		
John Chapman	Head of ICT Service	01223 935552
Annette Brooker	Head of Early Years and Childcare	01223 714743
Duty Officer	Emergency Management Team	01223 718631 (24 hours)
Stewart Thomas	<b>Emergency Planning Manager</b>	01223 727944

# APPENDIX 3

## SCHOOL CRITICAL INCIDENT RECORDING SHEET

DATE:

INCIDENT:

Date/Time	Who	Details / Action Taken

# APPENDIX 4- HOAX THREAT MODEL LETTERS

## Model letter A

Letter to be used if a school has not received a threat.

Dear Parent/Carer

You may have been made aware, through the press or social media, that some schools in Cambridgeshire have received a hoax email threat today. I am writing to inform you that (enter name of school here) has **not** received a threat but has followed the guidance given by the police and the Local Authority.

The police always assess such threats and give specific advice to schools based on the intelligence available.

In this case the school were told to be vigilant and to report any concerns they had immediately to the police. In addition we will have activated our critical incident procedures.

We understand the potential distress and alarm such threats cause parents who understandably are worried about their children. Such threats are designed to cause disruption and worry. However, I can assure you that the police and other authorities have given schools the best possible advice and (enter name of school here) has acted professionally, followed our Critical Incident Plan and followed police advice in the best interests of your child and all members of the school community.

Yours faithfully

## **Model letter B**

### **Letter to be used if the school receives a hoax threat**

#### **Dear Parent/Carer**

You may have been made aware, through the press or social media, that some schools in Cambridgeshire have received a hoax email threat today. The email informed the school that a bomb had been placed on the school site.

The school followed its Critical Incident Plan and immediately phoned the police and followed their advice. The school also informed the Local Authority who were in contact with the police control room.

The police always take such threats extremely seriously and have well-rehearsed procedures to assess such threats based on all of the intelligence they have available.

As you would expect, the school leadership has acted professionally and followed police advice. For your information, the advice was that the threat was assessed as a hoax and the school were told to continue as normal. The police assessment was that there was no need to evacuate the school on this occasion. I was told to ensure that there was a sweep of the school to check there was nothing unusual. If anything unusual was spotted then we were told to immediately request police support and to follow their advice about evacuation.

We understand the potential distress and alarm such threats cause parents, who understandably are worried about their children. Such threats are designed to cause disruption and worry. However, I can assure you that the police and other authorities have given schools the best possible advice and (enter name of school here) has acted professionally, followed our Critical Incident Plan and followed police advice in the best interests of your child and all members of the school community.

I would also like to reassure you that as you are probably aware, schools have very secure visitor access control, and it is highly unlikely that an unexpected visitor would be able to access the school unchallenged. Local Authority staff regularly visit schools and are aware of the security that schools have in place. It is also an aspect of our safeguarding reviews of schools.

Yours faithfully

# APPENDIX 5

## Cyber Attack Response Protocol for UK Schools

### 1. Preparation (Before an Incident)

- **Policies & Plans**
    - Maintain an up-to-date **IT Security Policy**, **Data Protection Policy**, and **Business Continuity/Disaster Recovery Plan**.
    - Ensure all staff sign **Acceptable Use Agreements**.
  - **Preventative Measures**
    - Install and maintain **firewalls**, **anti-malware**, and **secure backups**.
    - Apply **regular software updates and patches**.
    - Implement **role-based access controls** and strong password policies.
  - **Training**
    - Provide **cyber awareness training** for staff and students.
    - Conduct **annual risk assessments** and termly reviews.
- 

### 2. Identification

- Signs of attack may include:
    - Unusual system behaviour (slow performance, locked files).
    - Alerts from antivirus or monitoring tools.
    - Reports of phishing emails or suspicious login attempts.
  - **Immediate Action**
    - Staff must **report suspected incidents** to the designated **Cyber Security Lead** or IT Manager immediately.
- 

### 3. Containment

- **Isolate affected systems** (disconnect from network).
  - Disable compromised accounts.
  - Block malicious IP addresses or domains.
  - Suspend non-essential services if necessary.
- 

### 4. Assessment & Notification

- **Cyber Response Team** should include:
    - **IT Manager/Network Lead** – technical containment and recovery.
    - **Data Protection Officer (DPO)** – GDPR compliance and ICO reporting.
    - **Headteacher** – overall coordination and communication.
  - **Notify:**
    - **DfE** and **NCSC** if significant.
    - **ICO** within 72 hours if personal data is breached.
    - **Parents and staff** with clear, factual updates.
    - **Police** if criminal activity suspected.
- 

## 5. Eradication

- Remove malware or unauthorised access.
  - Apply security patches.
  - Reset passwords and strengthen authentication.
- 

## 6. Recovery

- Restore systems from **verified backups**.
  - Validate data integrity before going live.
  - Monitor systems for residual threats.
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## 7. Post-Incident Review

- Document the incident and response actions.
  - Update policies and training based on lessons learned.
  - Report to **governing body** and include in risk register.
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## Key References

- [DfE Cyber Security Standards](#)
  - [NCSC Cyber Security for Schools](#)
  - [ICO Guidance on Data Breaches](#)
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## APPENDIX 6- TASK PLANNER- SIMPLE VERSION

<b>Task</b>	<b>Time Scale</b>	<b>Notes/ Completed</b>
Obtain as much factual information as possible at start of crisis and assess what has happened	<b>Immediate</b>	
Alert Headteacher or designated substitute. Headteacher to alert the CIRT, Leadership Adviser/LA, emergency services if appropriate and Chair	<b>Immediate</b>	
Convene meeting of the CIRT and assign roles, tasks and responsibilities. Formulate a plan and launch the Critical Incident Plan	<b>Immediate</b>	
Start the incident log. Always keep a contemporary record of decision-making to explain the context	<b>Immediate</b>	
Make arrangements for handling the media in liaison with Leadership Adviser and designated school media support	<b>Immediate</b>	
Carry out a quick appreciation of the immediate response required	<b>Immediate</b>	
Execute the plan	<b>Ongoing</b>	
Reassess and adjust as required	<b>Ongoing</b>	
Communicate details of the incident to staff, pupils, governors and parents as appropriate	<b>Within hours if practicable</b>	
Inform pupils in a sensitive way – small groups are appropriate	<b>Within hours if practicable</b>	
Arrange a debriefing meeting for staff involved in the incident	<b>Before leaving school</b>	

Arrange a debriefing for pupils involved in the incident	<b>Before leaving school</b>	
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**Even when the incident has ended, arrangements to return the school to normal could go on for some time as you enter the recovery phase**

Identify and agree a range of response and support measures. Facilitate support for high-risk pupils and assess who else requires ongoing support. These have the potential to run for many weeks or months after the critical incident has concluded	<b>Next few days, could go on longer</b>
Consider the overall response of the school. Funerals, rituals and memorials. Consider arrangements following full consultation with all families/carers directly involved	<b>Next few days</b>
Review and revise plans in light of experience	<b>As soon as possible</b>

# APPENDIX 7- TASK PLANNER-DETAILED

## Issues requiring immediate action

Action Point	Guidance Note	CIMT Action	Personnel Involved	Done	Who by	Time	Comment
1. Gather information	<ul style="list-style-type: none"> <li>• What happened/where/when.</li> <li>• How many involved; who are they?</li> <li>• Name and contact numbers of adults at location of incident.</li> <li>• Details and location of injured (severity, name of injured and supervising adult(s) name(s) /contact number).</li> <li>• Details and location of non-injured names, and supervising adult(s) name(s) /contact number.</li> <li>• Has anyone else been informed e.g. Emergency Services, Education Adviser (what were they told?).</li> <li>• Ensure Education Adviser/LA and Chair of Governors are informed.</li> </ul>						
2. Call a meeting of the Critical Incident Management Team (CIMT) for briefing	<ul style="list-style-type: none"> <li>• Assign tasks and ensure each individual knows what is expected and logs their action on a central log of events record sheet.</li> <li>• Consider whether you may need to close the school.</li> <li>• Identify a member of CIMT as the person to co-ordinate information.</li> <li>• Consider communication to school staff/pupils/community.</li> </ul>						
3. Establish a base for CIMT (this may be off school site) to operate with dedicated phone use	<ul style="list-style-type: none"> <li>• CIMT to agree a statement for all incoming calls, which can be managed by properly briefed staff or via informative answer phone messages where not all school lines can be operated personally (e.g. after school hours).</li> <li>• CIMT to brief personnel having direct links with public/media (factual brief statements only). (Discourage any speculative discussion; route all press</li> </ul>						

	<p>enquiries to County Press Office in the case of a serious incident).</p> <ul style="list-style-type: none"> <li>• Establish press release in conjunction with the County Council Press Office.</li> <li>• Ensure telephone line(s) or mobile phones for outgoing calls available.</li> <li>• Action the 'telephone cascade' for staff and governors [where appropriate] to keep information flow fast and accurate.</li> </ul>						
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## Communication

<p>➤ Contact families whose relatives (children and adults) are or may be involved</p>	<ul style="list-style-type: none"> <li>• Should be done quickly and with great sensitivity, preferably by a CIMT member – but remember it is the responsibility of the police to notify next of kin in the event of a death.</li> <li>• Consistency of information is essential, therefore use agreed statement and most up-to-date information from your contact adult on the site.</li> <li>• Try not to leave messages or use extended chains of communication.</li> <li>• Establish a reception base for concerned relatives coming to the school. Think carefully about the siting of this base (access phone/internet etc.).</li> <li>• Ensure people who can comfort and inform relatives staff this. Maintain direct contact with this base.</li> </ul>						
<p>➤ Prepare general information for all parents/staff/governors</p>	<ul style="list-style-type: none"> <li>• If you have concerns about issues of legal liability or the likelihood of police action, any further information should be drafted with the help of the appropriate Education Adviser. S/he can check with relevant agencies before letters are issued to the wider school community.</li> <li>• Information should be simple, factual, express sympathy, concern, and should indicate when further information may be offered.</li> </ul>						

➤ Briefing school staff and governors	<ul style="list-style-type: none"> <li>• Ensure CIMT have a schedule to brief staff on a regular basis.</li> <li>• Ensure all staff (teaching and non-teaching) and governors are discouraged from speaking to the media. This responsibility should be referred to a named person in the team and/or the County Press Office.</li> </ul>						
➤ Briefing pupils	<ul style="list-style-type: none"> <li>• Usually best managed in class or tutor groups by adults best known to the pupils. The agreed statement can then be delivered in a way that is age-appropriate to the group.</li> <li>• A large gathering can generate hysteria, which can become a management problem in itself.</li> </ul>						

## Issues to be dealt with as soon as possible

Action Point	Guidance Note	CIMT Action	Personnel Involved	Done	Who by	Time	Comment
1. Ensure continuing support for needs of pupils, staff and relatives of those involved in the incident is planned	<ul style="list-style-type: none"> <li>• A member of CIMT is identified as having responsibility for ensuring continuing support.</li> <li>• Your Education Adviser may have mobilised help from a variety of agencies able to offer support and counselling to those immediately affected:</li> <li>• Educational psychologists</li> <li>• Experienced counsellors</li> <li>• Social Workers</li> <li>• Child protection staff</li> <li>• Emergency Planning team</li> <li>• Locality teams</li> </ul>						

	<ul style="list-style-type: none"> <li>Area Directors</li> <li>Property, Press and PR</li> <li>Health and Safety</li> <li>You need to discuss likely continuing needs with relevant professional staff. Local religious communities may be able to contribute or take a lead in providing a longer-term focus for support.</li> <li>You may want to make a detailed plan of who can offer types of support and for how long this can be continued.</li> </ul>						
2. Provide a focus for expressions of sympathy if appropriate. Refer to Bereavement Guidance in Managing Cambridge Schools (October 2006) for more detailed information	<ul style="list-style-type: none"> <li>You may wish to place a table in the foyer or a vase of flowers, with a book for tributes/condolences. Sufficient space for items of remembrance may be helpful – the public and the school community may wish to place flowers or other tributes which can block fire exits or emergency service access points if not managed.</li> <li>It may be more appropriate to negotiate a location away from school, i.e. church or public building.</li> </ul>						
3. Further information Bulletin	<ul style="list-style-type: none"> <li>In your statements to the press and letters to the wider school community, you should indicate when you expect to be able to give more information. Try to honour this even if the update is very limited. You will create tension or possibly aggravate recipients of your information if your timescales are not adhered to.</li> <li>Clear your letters and statements with the County Press Officer and Police if necessary.</li> </ul>						

## Supporting people involved – action extending over time and into the recovery phase

Action Point	Guidance Note	CIMT Action	Personnel Involved	Done	Who by	Time	Comment
1. Share information and advice about what has happened (this will apply immediately but will continue)	<ul style="list-style-type: none"> <li>All staff will need information about what has happened.</li> <li>Staff should be advised about how to talk to and support children.</li> <li>Information should be provided for staff on counselling available to pupils and to themselves.</li> </ul>						

	<ul style="list-style-type: none"> <li>Parents may need information and advice on supporting and getting help for their children.</li> </ul>						
2. Acknowledge the consequences of the event on the school's community, their reactions and feelings	<ul style="list-style-type: none"> <li>The incident may cause stress throughout the school.</li> <li>Acknowledge openly that the incident may affect people (children and adults) emotionally in different ways and at different times.</li> <li>Recognise that the behaviour, concentration and performance of children and adults may change.</li> <li>Recognise that not all staff will feel able to support others.</li> <li>Be aware of staff who are taking the brunt of supporting others, and ensure that they, too, receive support.</li> </ul>						
3. Provide opportunities for pupils and staff to express personal reactions (immediate and continuing need)	<ul style="list-style-type: none"> <li>Pupils should be encouraged to talk about their feelings in class, smaller groups, or individually, with active listening.</li> <li>Some pupils may show signs of needing support beyond the staff's competence or confidence. Extended counselling should be identified (with parental permission).</li> <li>Staff closely affected by the event should have opportunities for debriefing and counselling if they require it.</li> <li>Staff responsible for managing the critical incident should be offered supervision and relief.</li> <li>Some adults and children may need therapeutic help for an extended period after the event.</li> </ul>						
4. Consider the overall response of the school	<p>The CIMT may need to consider:</p> <ul style="list-style-type: none"> <li>Attendance at a funeral. (It will not normally be appropriate to close the school.) Discuss attendance with the Education Officer.</li> <li>Visit(s) of staff/children to hospital.</li> <li>Expressions of sympathy to families affected.</li> <li>An assembly or service to mark the event.</li> <li>A memorial in the school or school grounds. It is advisable to consider this carefully and ensure full consultation with all parties.</li> </ul>						

5. Re-establishing normal routines	<ul style="list-style-type: none"> <li>Normal routines should be established as soon as possible as these provide security and stability at a time of stress and/or emotional upheaval.</li> <li>Bear in mind the need to create time and space for thinking and grieving about the event.</li> <li>Pupils should be encouraged to resume normal attendance.</li> </ul>						
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	<ul style="list-style-type: none"><li>• Children who cannot attend school due to injury or distress may need other ways of maintaining the contact with the school and school personnel.</li><li>• Consider how/when personal effects of deceased pupils should be removed.</li></ul>						
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