



# TONBRIDGE SCHOOL

CRITICAL INCIDENT MANAGEMENT PLAN  
Updated September 2011



## **CRITICAL INCIDENT MANAGEMENT**

### **Objective**

This policy and plan is designed to prepare Governors, academic and support staff to deal with situations (critical incidents) that may turn into a major incident for the School. The plan must be reviewed and rehearsed regularly.

### **Potential Incidents**

Potential critical incidents covered by the plan include the following:

- Fire and/or explosion in a boarding house or crowded school building;
- Minibus, coach, ferry, train, plane crash involving a school party;
- Suicide of a pupil or member of staff, perhaps involving a scandal;
- Violence to staff or pupils, hostage taking or intruder access;
- Death or serious injury of pupils or staff (e.g. while driving to or from school, as a result of an end of term prank that went wrong, resulting from sport, or in the laboratories, or as a result of an incident that could imply negligence on the part of Tonbridge School);
- Civil disturbance (e.g. Dunblane type incident, a hostage situation, or a serious/violent assault);
- Natural disaster (e.g. Aberfan).

### **Priorities**

Should a critical incident occur, the priorities for the School are to:

- Minimise or eliminate any danger or risks to individuals;
- Ensure that the School acts in a lawful manner;
- Facilitate effective recovery;
- Take reasonable steps to provide appropriate factual information, to minimise any adverse publicity and to ensure all external enquiries are handled consistently by nominated personnel.

### **Overall Process**

Should a critical incident occur:

1. The necessary emergency services should be called immediately, and would take control of the situation; staff and pupils should comply with their instructions;
2. Staff and pupils should be alerted to the incident in the appropriate way should it occur on School premises (see Critical Incident Plan Section A);
3. The Headmaster, Second Master or Bursar should be called, and they may activate the Critical Incident Plan and assemble the Incident Management Team (see Critical Incident Plan Section B).

### **Administration**

The Critical Incident Plan should be rehearsed once per Academic Year after appropriate training of any new staff that may be involved; a table top discussion will suffice but a 'live' exercise should be planned at least once every five years. This plan was updated in Lent Term 2010, reviewed by the SMT in Summer Term 2010, updated in Summer Term 2011, and will be practiced in Michaelmas Term 2011. The Critical Incident Plan includes the following components:

- A. Incident alert and initial information gathering;
- B. The Incident Management Team (IMT);
- C. IMT initial meeting and tasks;
- D. The Incident Management Office (IMO);

- E. Community communication guidelines;
- F. Critical incident on a trip or excursion;
- G. Critical incident during School holidays;
- H. Property and asset management;
- I. Media response guidelines;
- J. Long term issues;
- K. Contact list and Practical Guidelines (confidential).

The Incident Management Office is the Bursar's Office. Copies of the Incident Management Plan are held in the following places:

- 4x individual copies with the Headmaster, Second Master, Bursar and Assistant Bursar;
- 10x action copies in the Headmaster's office (with the Headmaster's Secretary);
- 1x secure copy in the Reception safe;
- 1x Governors' copy with the Chairman of Governors;
- 1x insurance copy with the insurers.

**In the event of the Critical Incident Plan being activated, the procedure described in Section C (IMT Initial Meeting and Tasks) should be followed.**

## **A. Incident Alert and Initial Information Gathering**

### **Major Incident at School**

Where there is a life threatening situation requiring evacuation of the buildings, staff should immediately contact the Porters' Lodge and ask for the school bell to be rung continuously for one minute. There may be some situations (e.g. a terrorist or some other person on the premises threatening peoples' lives) in which evacuation could make matters worse. In such cases any member of staff may decide it is necessary to issue a general warning to the school by having the school lesson bell rung - five short rings followed by a pause, then by a further five short rings - and, where possible, the Headmaster should be informed (through his office) at once. The warning bells should be taken by staff as an instruction to keep boys in class until the bell is rung continuously for one minute when the school will evacuate.

On hearing the warning bells, the Incident Management Team (IMT) should report to the Headmaster's study. *A notice summarising these sequences and their implications is posted in every classroom, in corridors and communal areas, and in Appendix 1 of the School Health and Safety policy.*

The primary aim must be to preserve life. Staff should feel free to contact the police directly in an emergency, and are encouraged to "nip a situation in the bud" and offer support - where so doing will not put pupils at risk. Situations can often be tackled effectively at an early stage thus avoiding escalation. However, members of staff should avoid provoking intruders and report their presence to the School Marshal or the duty Caretaker.

Where an incident involves casualties, a member of staff should record the names of those injured and the hospital to which they were taken, and a member of staff should accompany the injured to hospital if at all possible.

Unless the emergency is an obvious physical incident on the site of the school the initial alert may well be in the form of a Press enquiry to the main School number, or a call to the School Reception, Headmaster or other SMT member.

### **Initial Information Requirements**

As soon as it is safe to do so, as much of the following initial information as possible should be gathered:

1. Nature of the incident
2. Exact location and time of the incident
3. Number of casualties and details of injuries etc. (boys and staff)
4. Names and home numbers of those involved (if available)
5. Emergency services involved
6. Actions taken so far
7. Location and telephone number of where the call is being made from
8. Any media response
9. Name of person who took the initial call, and time the initial information was received

### **Initial Communication**

Information about the incident should be communicated to the Headmaster (or Second Master or Bursar) as soon as possible. The Headmaster (or Second Master or Bursar) will then decide whether to call a meeting of the Incident Management Team.

## B. The Incident Management Team

The Incident Management Team (IMT) includes the SMT, Assistant Bursar, Headmaster's Health and Safety Advisor, Head of Marketing and an Incident Secretary. The Incident Management Team, when formed, is responsible for co-ordinating the response to the incident:

- Confirming information on individuals involved (Section A);
- Assessing the magnitude of the incident and deciding whether to set up an Incident Management Office (Section D);
- Bringing in any necessary internal or external support;
- Preparing and disseminating any necessary communications;
- Deciding whether to send additional personnel to the location of an offsite incident to assist with management and communication.

For any incident the following seven roles will need to be allocated to individuals to ensure the effective implementation of the Critical Incident Plan, with other members of the IMT supporting as required:

Role	Overall Responsibilities	Possible Individuals (in Priority Order)
1. Team Leader [TL] <i>Focus: leadership</i>	<ul style="list-style-type: none"> <li>• Manage the IMT</li> <li>• Brief the IMT on progress</li> <li>• Inform and brief the Chairman of Governors, and Skinners' Company</li> </ul>	<ul style="list-style-type: none"> <li>• Headmaster</li> <li>• Second Master</li> <li>• Bursar</li> </ul>
2. Media Liaison Representative [MLR] <i>Focus: media</i>	<ul style="list-style-type: none"> <li>• Prepare initial holding statement and later press releases</li> <li>• Maintain contact with the media, and provide facts as appropriate</li> <li>• Set up a Media Response Team and arrange press conferences (if required)</li> <li>• Confirm arrangements for dealing with incoming calls</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Marketing</li> <li>• Headmaster</li> <li>• Director of Admissions and Marketing</li> <li>• Bursar</li> </ul>
3. Welfare Representative [WR] <i>Focus: <u>directly affected</u> staff, boys and relatives</i>	<ul style="list-style-type: none"> <li>• Set up the Welfare Support Team (if required)</li> <li>• Locate personnel records of affected boys and staff</li> <li>• Organise communication to parents / next of kin of those killed, injured or missing</li> <li>• Coordinate welfare provision in School and at remote locations (e.g. Hospitals)</li> <li>• Liaise with School and external medical providers, emergency services, and Child Protection authorities (if required)</li> <li>• Arrange counselling for staff and boys if required</li> </ul>	<ul style="list-style-type: none"> <li>• Second Master</li> <li>• Upper Master</li> <li>• Headmaster</li> <li>• Headmaster's Health and Safety Advisor</li> </ul>

4. Community Liaison Representative [CLR] <i>Focus: all staff, boys and relatives</i>	<ul style="list-style-type: none"> <li>• Set up the Community Enquiries Team (if required)</li> <li>• Appoint a senior Reception Manager</li> <li>• Maintain an overview of the movements of all staff and boys away from School</li> <li>• Brief Houses, staff and the Community Enquiries Team (if established)</li> <li>• Provide liaison between IMT &amp; Houses, staff &amp; the Community Enquiries Team</li> </ul>	<ul style="list-style-type: none"> <li>• Upper Master</li> <li>• Director of Studies</li> <li>• Director of Teaching and Learning</li> </ul>
5. Site Operations Representative [SOR] <i>Focus: logistics and support</i>	<ul style="list-style-type: none"> <li>• Ensure the School buildings and site are safe and secure</li> <li>• Liaise with contractors, GPs, and health officers on medical issues (e.g. kitchens)</li> <li>• Ensure all visitors are met and escorted</li> <li>• Set up the Incident Management Office (if required)</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant Bursar</li> <li>• School Marshal</li> <li>• Estates Bursar</li> </ul>
6. Legal and Financial Representative [LFR] <i>Focus: legal</i>	<ul style="list-style-type: none"> <li>• Liaise with insurers, accountants, bank, and solicitors and request their attendance and the IMT if necessary</li> <li>• Take records of proceedings and gather evidence where necessary</li> <li>• Check all press releases</li> <li>• Account for costs</li> </ul>	<ul style="list-style-type: none"> <li>• Bursar</li> <li>• Assistant Bursar</li> <li>• Financial Controller</li> </ul>
7. Incident Secretary [IS] <i>Focus: records</i>	<ul style="list-style-type: none"> <li>• Maintain a record of communications made and all actions / decisions taken</li> </ul>	<ul style="list-style-type: none"> <li>• Bursar's secretary</li> <li>• Headmaster's secretary</li> <li>• School administrator</li> </ul>

In addition, five support teams may need to be identified to support the IMT and house teams:

Team	Overall Responsibilities	Possible Individuals & Groups
Media Response Team	<ul style="list-style-type: none"> <li>• Provide approved information to the media and other general enquirers</li> <li>• Use the Media Communications Guidelines (in Section H)</li> </ul>	<ul style="list-style-type: none"> <li>• Foundation office staff, receptionists</li> </ul>
Welfare Support Team	<ul style="list-style-type: none"> <li>• Support affected boys and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel manager, Personnel officer, chaplains, teachers, medical centre staff, school counsellor</li> </ul>
Community Enquiries Team	<ul style="list-style-type: none"> <li>• Provide a caring and reassuring response</li> <li>• Meet and direct visitors (Reception Manager)</li> <li>• Maintain records of staff and boy details and movements</li> <li>• Control the release of information</li> <li>• Gather information from relatives, and identify any need for welfare assistance</li> <li>• Use the Community Communication Guidelines (Section E)</li> </ul>	<ul style="list-style-type: none"> <li>• SMT or senior staff member (as Reception Manager)</li> <li>• SMT members, admissions staff, teachers, some bursary and support staff</li> </ul>
Parent Liaison	<ul style="list-style-type: none"> <li>• Meet and look after parents in School or in Houses</li> </ul>	<ul style="list-style-type: none"> <li>• Matrons, House staff (Tutors)</li> </ul>
Visitor Escort	<ul style="list-style-type: none"> <li>• Escort visitors (including the media)</li> </ul>	<ul style="list-style-type: none"> <li>• Porters, bursary staff</li> </ul>

## C. IMT Initial Meeting and Tasks

The initial meeting of the IMT should cover, and make a record of, the five topics listed below.

### 1. Situation

- a) Describe what happened, when, where, why (if known).
- b) Confirm details of actions presently being taken, including other parties involved.
- c) Confirm the numbers, names, injuries, and present location of all casualties, and details of those not accounted for.
- d) Confirm the total number of persons involved and total known to be safe and their present location. (Record all names of personnel involved, including witnesses and obtain contact numbers before sending them home).
- e) Record the details of any visitors or contractors involved.
- f) Estimate the immediate effect on the School.
- g) Identify any obvious weaknesses in the response so far.
- h) List any additional support immediately required (inc. emergency services, medical support, legal support, welfare support, media support).
- i) Confirm dedicated numbers for communications including fax, mobiles and e-mails.
- j) Decide (in consultation with the emergency services) whether to deploy additional resources to the scene with communication links.

### 2. IMT Details

- a) Decide on IMT composition (i.e. which individual takes on which IMT role).
- b) Decide whether to set up support teams (Media Response, Welfare Support, Community Enquiries, Parent Liaison, and Visitor Escort).
- c) Decide on IMT location (including the set-up of an Incident Management Office and other facilities).

### 3. Urgent Actions

- a) Locate personnel records for boys and staff involved [WR / CLR].
- b) Prepare an initial statement for use with all audiences (including relatives, boys, staff, and the media) [MLR / TL]:
  1. Consult with the emergency services or other authorities [WR];
  2. Decide whether and when to issue a proactive media statement.
- c) Confirm arrangements for contacting parents / next of kin of those killed, injured or missing [WR / TL with the emergency services].
  1. In general, Housemasters should contact the parents/next of kin of any boys involved, and the Headmaster or senior staff should contact the next of kin of any member of staff involved. Where deaths have occurred, parents / next of kin should be told in person as soon as possible:
    - i. at home or at work by a member of the senior management team (staff on such duties should be accompanied by the School Chaplain and a member of the police and be driven or travel by taxi);
    - ii. at home or at work by the police;
    - iii. if parents arrive at school, by the Housemaster (or a member of the senior management team) accompanied by the School Chaplain and a member of the police.
  2. The IMT will also consider whether parents should be:
    - i. offered help with arranging transport and accommodation;
    - ii. provided with useful telephone numbers (e.g. emergency disaster number/hospital number, etc.);

- iii. asked if they wish other families involved to be in contact with them for support;
  - iv. offered counselling.
- d) Confirm arrangements for informing parents of those who are safe, and collection actions for boys (if necessary) [CLR via Housemasters or the Community Enquiries Team].
  - 1. Housemasters should call meetings of the Houses to inform boys of the nature of the incident, giving as much accurate information as possible. It is anticipated that, where possible, Housemasters would remain at their house in order to liaise appropriately with boys, concerned parents and others.
  - 2. It may be appropriate for the Community Enquiries Team to communicate “on mass” to parents whose boys are not affected by e-mail (see Section J).
- e) Confirm arrangements for dealing with incoming calls to the School, and set up and brief the relevant teams [MLR, CLR and SOR]:
  - 1. Decide whether to set up the Media Response Team and / or Community Enquiries Team, and confirm the individuals / groups involved;
  - 2. Confirm where different type of incoming calls should be referred to – which individuals and teams on which numbers;
  - 3. Prepare a specific briefing for receptionists and the TSC, including call routing and a prepared statement;
  - 4. Decide whether to appoint a senior Reception Manager to meet and direct visitors to the School;
  - 5. Decide whether to place an alert message on the School’s website (see Section J).
- f) Confirm arrangements for briefing staff [CLR and SOR].
  - 1. Housemasters;
  - 2. Common Room;
  - 3. Support Staff.
- g) Confirm reception and welfare requirements for parents and media at the School [CLR, MLR and SOR].
- h) Confirm the facilities required for the Incident Management Office, and start getting the facilities in place [SOR].
- i) Confirm arrangements for communicating to key external audiences:
  - 1. Chairman of Governors, Master of the Skinners Company, Clerk to the Skinners Company [TL];
  - 2. Legal representative (Partner at Farrer & Co.) and Insurers [LFR];
  - 3. All parents, Governors and staff (by letter and / or e-mail) giving brief details of the incident and its consequences [TL];
  - 4. The HSE if necessary [SOR].
- j) Take advice regarding media enquiries (if applicable) [MLR]
- k) Take advice regarding giving evidence (if applicable) [LFR]

#### 4. Contact Lists

Draw up a contact list for completion as soon as possible [IS], potentially including:

- a) Scene of incident;
- b) Emergency services;
- c) Hospitals;
- d) Staff;
- e) Parents;
- f) Regulatory authorities;
- g) Governors;
- h) Media;
- i) Associated schools;
- j) Neighbouring premises;

- k) Suppliers / contractors who also may be affected.

## **5. Next Steps**

- a) Produce clear minutes of the first IMT meeting.
- b) Confirm who is doing what.
- c) Agree a time for the next meeting of the IMT.

## Summary: IMT Urgent Actions – Who Does What

Role	Urgent Actions Summary
1. Team Leader [TL]	<ul style="list-style-type: none"> <li><input type="checkbox"/> Agree an initial statement for use with all audiences</li> <li><input type="checkbox"/> Confirm arrangements for contacting parents / next of kin of those affected</li> <li><input type="checkbox"/> Confirm arrangements for briefing staff (Housemasters, Common Room, Support Staff)</li> <li><input type="checkbox"/> Confirm arrangements for dealing with incoming calls to the School</li> <li><input type="checkbox"/> Communicate to Chairman of Governors, master of the Skinners' Company and Clerk to the Skinners Company</li> <li><input type="checkbox"/> Issue a briefing note to all parents, Governors and staff (if required)</li> </ul>
2. Media Liaison Representative [MLR]	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare the initial statement for use with all audiences</li> <li><input type="checkbox"/> Make arrangements for dealing with incoming calls to the School</li> <li><input type="checkbox"/> Place an alert on the School's website (if required)</li> <li><input type="checkbox"/> Set up and brief the Media Response Team (if required)</li> <li><input type="checkbox"/> Issue an proactive media statement (if required)</li> </ul>
3. Welfare Representative [WR]	<ul style="list-style-type: none"> <li><input type="checkbox"/> Set up the Welfare Support Team (if required)</li> <li><input type="checkbox"/> Locate personnel records for boys and staff involved or affected</li> <li><input type="checkbox"/> Establish contact with the relevant emergency services and / or Child Protection authorities (if required)</li> <li><input type="checkbox"/> Make arrangements for contacting parents / next of kin of boys or staff directly affected</li> </ul>
4. Community Liaison Representative [CLR]	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make arrangements for informing parents of those who are safe</li> <li><input type="checkbox"/> Appoint a senior Reception Manager (if required)</li> <li><input type="checkbox"/> Make arrangements for briefing staff: Housemasters, Common Room, Support Staff</li> <li><input type="checkbox"/> Help the MLR make arrangements for dealing with incoming calls to the School</li> <li><input type="checkbox"/> Set up and brief the Community Enquiries Team (if required)</li> <li><input type="checkbox"/> Confirm reception and welfare requirements for parents and media</li> </ul>
5. Site Operations Representative [SOR]	<ul style="list-style-type: none"> <li><input type="checkbox"/> Help the MLR make arrangements for dealing with incoming calls to the School</li> <li><input type="checkbox"/> Help the CLR make arrangements for briefing staff (Housemasters, Common Room, Support Staff)</li> <li><input type="checkbox"/> Help confirm reception and welfare requirements for visitors, parents and media</li> <li><input type="checkbox"/> Contact and brief the Visitor Escort Team</li> <li><input type="checkbox"/> Confirm the facilities for the IMO, and start getting them in place</li> <li><input type="checkbox"/> Produce an operational rota for the IMT and support teams (if required)</li> </ul>
6. Legal and Financial Representative [LFR]	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contact legal representatives and insurers</li> <li><input type="checkbox"/> Ensure the Critical Incident Plan is being followed</li> </ul>
7. Incident Secretary [IS]	<ul style="list-style-type: none"> <li><input type="checkbox"/> Produce detailed minutes of the IMT meeting</li> <li><input type="checkbox"/> Draw up a contact list</li> </ul>

## D. The Incident Management Office

Depending on the scale of the incident and the resources needed for an effective response, the following rooms may need to be used:

Room Purpose	Room Requirements	Location
IMT Meeting Room	Large meeting table Whiteboard Computing equipment (scalable) Copier / Fax machine 24 hour secretarial support	Bursar's Office
Media Response Team	Close to Head of Marketing's Office Telephones and Computers Proximity to IMT Meeting Room Away from public areas	Head of Marketing's Office PAS Office Foundation Office (if required)
Community Response Room	Telephones and Computers Proximity to IMT Meeting Room Away from public areas	OT Office Foundation Office (if required) Admissions Office
Community Reception Room (if required)	Away from the Media Reception Room and School Reception Catering available	Lowry Ante Room / Boardroom
Media Reception Room (if required)	Away from the Community Reception Room Close to reception	D4 Orchard Centre (if not required)
Media Briefing Room	Large room Close to reception	D4 Orchard Centre (if not required)
Staff Briefing Room(s)	Large room	CLT / Old Big School / Big School / Theatre as required

Following consideration from the IMT, the following may be required, and should be provided by the Site Operations Representative / Assistant Bursar / Director of ICT Services:

- a) Telephones:
  - i) Additional telephones for Reception (to take and redirect all incoming calls);
  - ii) 2x dedicated in-coming only lines to the IMT Meeting Room (mobile 'phones);
  - iii) 2x dedicated out-going only lines from the IMT Meeting Room (mobile 'phones);
  - iv) Additional mobile 'phones.
- b) Additional computes and printers;
- c) 3x flip charts and pads;
- d) Dedicated notice boards for the reception area;
- e) Video camera and digital camera;
- f) TV, video and spare tapes;
- g) Log books, notepads etc.;
- h) Dedicated, online internal "bulletin" facilities (i.e. on the School Intranet);
- i) Dedicated, online external communication facility on the School's external website.

In addition, consideration may need to be given to:

- a) The redirection of 'phone calls from Houses to the Community Response Room;
- b) The provision of catering supplies (potentially 24 hour) to the IMT Meeting Room;
- c) The organisation of 24 hour secretarial and 'phone support for the IMT Meeting Room.

### **Other Considerations**

Should the incident last more than a short period of time, the SOR will need to produce operational rotas for the IMT and support teams.

## E. Community Communication Guidelines

The Media Liaison Representative and Community Liaison Representative should produce a simple statement and some “questions and answers” to be used by the Community Enquiries Team to respond to calls from relatives and friends of the School.

### The Aims of the Community Enquiries Team

- To draw calls away from other locations.
- To give assurance to callers.
- To ensure that external callers are dealt with in a professional and caring manner.
- To control the release of **factual and approved information**: the school must speak with one voice and be seen to speak with one voice.
- To gather information from relatives.

### General Guidelines in Replying to Phone calls

- Be clear who you are talking to:
  - Confirm who they are (e.g. ask for, and check their name, address, telephone number);
  - Confirm who they want information about (e.g. ask for the boys name and house);
- Be considerate and caring:
  - Be calm and controlled;
  - Be prepared to listen to concern and do not interrupt;
  - Ensure that your tone of voice is comforting not patronising;
  - Treat callers as individual important people.
- Do not offer to call people back.
  - Ask them to ring you in an hour, explain that you are very busy and that there are a number of relatives who will be waiting to call the team.
  - BUT, if you promise to ring back, keep your promise.
- Avoid making any comments that could imply that the School was to blame for the incident (e.g. “we should not have ...”).
- Avoid attempts at reassurance (if you don’t have confirmed information).
- Be patient and methodical.
- Reassure them that the School and the emergency services are doing all they can to respond to the emergency.
- Keep a record of all calls, and what was said on the calls.
- Ask them to stay on the number that they are on, or suggest that they move to a friend or relatives house for support (if they do, ask them to call in and let you know the new telephone number).

## **Community Communications: DO'S AND DON'TS**

### **DO**

- Only give approved, confirmed and factual information
- If in any doubt about any caller or your response, consult the Team Leader
- Always try to be helpful
- Be considerate
- Keep calm – take control if necessary
- Give your name if asked
- Say that you are an authorised spokesperson if asked
- Assume everything you say will become public knowledge
- Ensure calls are returned if you have promised to
- Take a break if you are feeling over-stressed or tired
- Refer the calls from the media to the Media Response Team

### **DO NOT**

- Do not lose your temper
- Do not speculate
- Do not give out unofficial information
- Do not promise to ring back unless you absolutely have to
- Do not withhold any publicly available information

## **F. Critical Incident On A Trip Or Excursion**

The following guidance is given to help Trip Leaders deal with any critical incident occurring off the campus.

- 1) Establish the nature and extent of the incident / emergency.
- 2) Make sure all other members of the party are accounted for and are safe.
- 3) Call the appropriate emergency services.
- 4) If there are injuries, establish their extent and administer appropriate first aid if you have been trained and feel capable. Be aware of consequences that might follow were you to give incorrect treatment. Have regard to your own safety vis à vis blood contact.
- 5) Advise other party staff of the incident and of actions taken. Decide, if appropriate, who is in charge and responsibilities to be undertaken by each adult member of the group.
- 6) Ensure that an adult accompanies any casualties to hospital. If only one adult is available, in the circumstances a decision will have to be reached as to the best course of action.
- 7) Ensure that remaining pupils are adequately supervised and arrange for an early return to base.
- 8) Arrange for one adult to remain at the site of the incident to liaise with the emergency services until the incident is over and all children are accounted for.
- 9) Inform the Headmaster, or failing that the Second Master or Bursar, or a member of the Incident Management Team, as soon as possible. Give full details of the incident including:
  - a) nature, date, location and time of the incident;
  - b) details of injuries, etc.;
  - c) names and home telephone numbers of those involved;
  - d) action taken so far;
  - e) telephone numbers for future communication.
- 10) Control access to telephones until the school has contacted parents/others directly involved.
- 11) Do not discuss matters with the media.
- 12) Make notes on the incident as soon as possible, and encourage other people involved to do the same. A record should be kept of the names and addresses of any witnesses or people involved.
- 13) Do not discuss legal liability.
- 14) Ensure accident forms are completed as soon as possible.
- 15) Inform parents of any delays that will be necessitated.

**A COPY OF THIS PAGE SHOULD BE CARRIED BY ALL MEMBERS OF STAFF  
ACCOMPANYING A TRIP OVERSEAS**

## School Trips - Emergency Procedures

### Emergency Procedures

Despite good planning and leadership, unforeseen emergencies, accidents or injuries may arise. The following guidelines are designed to ensure the rapid transfer of accurate information while dealing with the situation sensitively and effectively.

### On the Trip

- Inform all members of staff of the problem as soon as possible; clarify the actions to be taken.
- Account for all trip members and ensure their well being.
- Establish the names of people involved in the incident and the nature and extent of any injuries.
- Ensure that any injured people are accompanied to hospital whenever possible by an adult who knows them.
- Clarify with the group what has happened and explain the consequent course of action.

### Communications

- Notify the Headmaster and the emergency contact at school immediately.
- Restrict access to telephones until the Headmaster and emergency contact at school have been alerted with precise details.
- If possible do not speak to the media until authorised to do so by the Headmaster.
- Do not allow pupils to speak to the media.
- Do not release the names of anyone involved in the emergency until their families have been informed.
- In the case of serious injury or illness the boy's family must be informed as soon as possible to avoid the possibility of inaccurate rumours and before the news spreads through the media. The contact would normally be made by the Headmaster, the Second Master or the boy's Housemaster depending on the severity of the emergency and the particular circumstances of the case.
- In the event of a death overseas the nearest British Consul should also be contacted as soon as possible. He will inform the F.C.O. in London which has a 24 hour open line service.

## **G. Critical Incident During School Holidays**

### **Introduction**

The Headmaster's Secretary collates and circulates movement details and contact numbers for all members of the IMT before each holiday period. Should an incident occur during the School holidays, the procedures described in previous sections should be followed, albeit the composition of the Incident Management Team may need to be adapted given available personnel. **If the Headmaster, Second Master and Bursar are unavailable, the Assistant Bursar, Estates Bursar, TSC Manager or another member of the SMT will then decide whether to call a meeting of the Incident Management Team.** If members of the IMT are not available, the following may need to take on specific or additional roles (depending on the nature of the incident): Bursar, Assistant Bursar, Estates Bursar, TSC Manager, School Business Manager, School Marshal, Personnel Manager, Theatre Operations Manager.

### **Incidents Involving Boys or School Staff**

Incidents involving boys or School staff should be handled using procedures described in previous sections.

### **Incidents Involving Course Participants**

Incidents involving course participants should be handled using procedures described in previous sections. In addition, the TSC Manager, Courses Manager and TSC staff should be involved in the IMT.

### **Incidents Involving Summer Lets and Other Visitors**

Incidents involving summer lets and other visitors should be handled using procedures described in previous sections. In addition, the School Business Manager and potentially the Theatre Operations Manager should be involved in the IMT, as should senior staff from visiting groups.

### **Incidents Involving Contractors**

Incidents involving contractors should be handled using procedures described in previous sections. In addition, the Estates Bursar should be involved in the IMT, as should senior staff from contracting companies.

### **Incidents Involving School Property**

Incidents involving contractors should be handled using procedures described in previous sections. In addition, the Estates Bursar should be involved in the IMT, as should relevant professional advisors and the School's Insurers.

## H. Property and Asset Management

### Archives and Rare Books

School Librarian                      01732 365555 ext: 4232  
Specialist Recovery Team        To be appointed as necessary.

The archives are located in the library: top floor of the main staircase. The collection of rare books is housed in:

- the glass fronted bookcases in the Skinners' Library (Headmaster's Office);
- the main library downstairs, 2 shelves both sides at the west end;
- the locked room upstairs at the east end;
- the last 4 shelves, both sides, upstairs at the east end;
- the first 2 shelves, both sides, upstairs at the west end.

### Valuable and Historic Items

The following guidance is given to protect valuable and historical items from further damage which may be at risk due to fire/smoke and the attempts to fight fire, or flood. Specifically, the protection of rare books and artefacts held within the school from water and or smoke damage.

When faced with a fire, water ingress or infestation it is imperative that antiquarian material is removed in a precise and methodical manner away from the hazard. This will reduce to a minimum any deterioration and promote the longer term recovery of items before an accurate analysis can be made of the conservation treatments required to reverse any damage. A list of items and their location should be maintained to ensure that appropriate action is taken in a prompt and timely fashion. This should include:

- Rare books (Library),
- Paintings (OBS),
- International sports caps (Pavilion),
- OT memorabilia (items of Lord Cowdrey – Shop).

A copy is to be placed in the emergency briefing pack, maintained by the Assistant Bursar – which will be made available to Fire Crews on their arrival at the School in response to a 999 call. (This list will include the hazards faced by crews called to assist at Tonbridge School; e.g. location of acid and fuel stores, etc.).

Where possible, action should be taken to remove items to a safe location in the early stages of a fire, flood or contamination (smoke/sewage/vermin/etc.). Initiation of this action is the responsibility of the custodian who must notify the IMT of any planned removal. However, while time is of the essence care must be taken to safeguard individuals as well as the items. The IMT must endorse the plan before execution. In the event on a known deteriorating situation the SMT must be involved.

The following guidelines should be followed:

- Establish the nature and extent of the emergency. Make sure all persons are accounted for and are safe.
- Identify the items most at risk. Inform the Fire Crew Commander of the items and the risks involved to retrieve them. Fire Crews will assist where possible and will oversee the efforts of staff to retrieve items.
- Depending on the emergency a suitable location will be identified – if possible this should be dry, cool/cold and out of bright light. Care should be taken not to merely relocate the hazard.

Location of sack trolleys, etc., should be known - to assist with the man-handling of large and heavy items. The safety and handling capabilities of those volunteering to assist must be born in mind at all times by those supervising.

- Items moved are to be formally documented as soon as is safe and practicable to do so. This information is to be made available to restorers.

## I. Media Response Guidelines

In the event of a critical incident, the Media Liaison Representative (MLR) - normally the Head of Marketing - will handle all contact with the media.

- The switchboard should be informed to put all calls from the media through to the MLR or Media Response Team (if established). Neither the switchboard nor any other member of the staff should speak to the media unless authorised to do so.
- Staff and boys should not be exposed to questions from the media. Parents' permission should be obtained before any statements are made by boys, or their photographs taken. Boys should be asked to refer all enquiries from the media to their Housemaster who will refer them to the MLR.
- The MLR will draft a press statement in consultation with the Headmaster or a senior member of staff, and finalise the statement with the Appointed Partner at Farrer & Co. The final agreed statement should be given to the Media Response Team, the Community Enquiry Team and to Reception and to the TSC (for personal visitors).
- All calls to Reception should be logged (name, number, organisation – if applicable, and reason for calling) and directed to either the Media Response Team (for media or general enquiries) or Community Enquiries Team (for relatives and friends)
- Members of the media who call at the school should be given the press statement, referred to the MLR, and, if he/she is not on school premises, asked to leave or escorted to the Media Reception Room. If they are on school premises without permission, the police should be asked to remove them as they will be trespassing.
- The MLR will brief the media periodically, usually through statements.
- The MLR should be shown any letters sent to parents about any incident before they are issued as letters to parents are likely to be seen by the media.
- The Headmaster and MLR may decide to hold a press conference.
- The Media Response Team and Reception should keep a list of all enquirers, and their telephone numbers. Any enquiries from parents of boys should be referred to the Community Enquiries Team and/ or the boy's Housemaster.

### Media Response: Initial Statement

1. Express regret. (*"I regret to confirm that ...."*)
2. **Briefly** describe the incident (*"two pupils were killed today in a climbing incident in Austria"*) without implying cause or blame, but using neutral words like 'incident' or 'accident' wherever possible.
3. Include whatever good news we can, providing we are certain that it is accurate. (*The remaining 14 pupils in the party are unhurt and are being looked after by school staff in Austria"*)
4. Say what the school is doing (*"We are notifying the parents of the children concerned. Two additional members of staff are flying to Austria to be with the group."*)
5. If we haven't done so already, say whether the parents have been notified. At this stage we may wish to appeal to the media, if they have the names, not to publish them until the parents have been informed. This may work but we have no guarantee that it will. It is best reserved for special cases - e.g. if we can't contact a parent because they are on holiday, but expect to do so within a few hours.
6. Say why we can't say anymore at the moment. (*"Until we have more information ourselves I cannot tell you any more. We are busy here trying to make arrangements for the pupils ...."*)
7. Tell the media where they can reach us. Give names and telephone numbers.

## Media Response: General Guidelines

### DO NOT

- Say anything that could be seen as libellous, that seems to imply blame of anyone else, or that might be held to prejudice a trial or inquiry.
- Admit any liability - this may invalidate our insurance.
- Say anything which identifies individuals, at least until their parents or next of kin have been informed; this applies to staff as well as pupils.
- Appear to speak on behalf of other individuals or organisations, unless you have agreed what to say with them first. (*To say that "I'm sure that Mrs Bloggins feels very upset but she understands that ...." or "The Fire Brigade said this couldn't possibly have been an accident..." is simply inviting journalists to play your comments back, and Mrs Bloggins and the Fire Brigade to contradict you.*)
- Answer hypothetical questions

### DO

- Say that full details are not yet available, so you cannot yet say exactly what happened. (*This is usually the case.*) But give details which you are sure of - e.g. the time you were contacted, the actions the school has taken.
- Monitor the questions you are asked and identify what 'angles' the media are covering (e.g. *who are they criticising/ Us or someone else? What are they criticising us for? Try to prepare answers to these 'angles'.*)
- Avoid controversy, especially anything which may seem to criticise others. (e.g. *if asked when you rang the Fire Brigade, bear in mind that this may be an attempt to criticise the Fire Brigade for slow response. Try to stay out of that sort of media argument: time enough to look at that once the incident is over.*)
- Provide factual details to back up our 'positive points'. (*Rather than simply saying "we have a good safety record" it is much better to say "we haven't had any injuries in school for 10 years"; but be sure you are accurate. Similarly, rather than saying "our staff are experienced at leading this sort of trip" it is better to say "the member of staff in charge speaks fluent German and has led three previous trips to this area in Austria....*).
- Provide factual details to counter allegations against us. (*"The school had its last fire inspection in .... We were only required to undertake limited work, which we did."*)
- Remember our positive points. Update or improve them as the situation develops.

## J: Long Term Issues

Following any critical incident, the IMT will give consideration to the following:

- **Sources of Help.** Staff, pupils and parents may need help in coping with problems, and consideration should be given to contacting the School Counsellor, pupil support service, social services, and the clergy. Parents and staff should be informed of the various sources of help.
- **Visiting Parents.** Consideration will need to be given to having staff visit the homes of pupils seriously affected by an incident. Usually this should be the Housemaster, or other staff well known to the pupil and his family. Any such visit must be sanctioned by the boy's Housemaster. Before undertaking such visits staff should receive briefing/training from educational psychologists from the pupil support service.
- **Post Traumatic Incidents.** Consideration will need to be given to setting up meetings at which pupils and parents seriously affected by traumatic incidents can talk things through and so support one another. The IMT would have to decide who should lead such discussions, and access to the appropriate professionals would have to be provided. Counselling should be offered. In addition it would have to be decided whether the incident should be discussed in school in a controlled and supervised way - perhaps by Forms or Seminar groups, or in the Houses.
- **Funerals.** Where deaths have occurred consideration will be given to closing the school on the day of funerals as a mark of respect and support. In addition attendance of at least one senior member of staff to represent the school at any such funeral will be considered, together with allowing other boys and staff to attend. Floral tributes and/ or donations to charities will also be considered, as will memorials. The school should also offer parents the use of the Chapel for funeral or memorial services.
- **Critical Incident Plan.** Following any Critical Incident, the Plan should be reviewed and revised as necessary.

## **K. Contact List**

THIS SECTION IS ONLY COMPLETE IN THE ACTION COPIES OF THIS DOCUMENT

## Practical Guidelines

### Placing an Emergency Message on the Website

1. Log in to the admin pages of the school website [password required]
2. On the home page / site administration, double click on “Front page banners”
3. Select “Add front page banner” (located on the top right hand corner of the page)
4. Complete the form – once you start typing in the text box it will create paragraphs
5. Remember to save the form – at the bottom of the page
6. Look at the main website front page (it may need refreshing) to check all is as you wish

### Placing Message on the Parents’ Portal

The following personnel can place messages on the Parents’ Portal: Emma Day, Graham Voisey, Ian Lucas, all the ICT department (via “manager” login), Liz White, the Bursar and the Head of Marketing. To place a message on the Portal:

1. Open Parents’ Portal (access via School intranet, 3rd navigation tab along ‘Parents’) <http://intranet/parents/default.aspx>
2. On the home page, click on “Site Actions”
3. Select “Edit Page”
4. Click on “Add a Web Part” in the Left column
5. Scroll down to Media and Content section and check “Content Editor” Web Part box – click on “Add”
6. Click on “ Click here to add new content “
7. Type Message. Highlight and change font size to 10pt
8. Click on triangle in far right of Content Editor box and select Edit Web Part. Scroll to bottom of web page – in Content Editor page expand “+ Appearance” scroll down to Chrome Type change this to None then click OK
9. Click on “Page” tab at top (along from Site Actions). Click on Stop Editing
10. Check if message showing what is desired otherwise repeat step 3 then 7 and 9.

### Accessing Contact Information

- Contact information for boys and parents is on Pass.
- Contact information for staff is on the intranet on the staff homepage in “Staff Directory”.
- Printouts of the contact information are available in the Reception Safe; the combination for the safe is held by the receptionists, the School Marshal, the Assistant Bursar, the Bursar, the Second Master and the Headmaster.

### E-Mailing All Parents, All Staff or All Boys

- All Parents, All Staff or All Boys (or specific Year Groups or Sets) can be e-mailed using the “Emailing One Stop Shop” on the staff homepage of the intranet at <http://tsintranet/sites/intranet/staff/default.aspx>.