



**Kings Langley School**

Unlocking Potential for Life

# Critical Incident Plan

Date Agreed – September 2025

Review Date – September 2026



## Contents

Character Development	Page 3
Rationale	Page 3
Definition of aims and scope of the plan	Page 3
The 'Local Authority Support Team'	Page 5
Emergency Action Lists for Key Staff	Page 6
Schools Emergency Management Team Contact Details	Page 11
Appendices: Major Incidents Immediate Checklist Recovery Stage 1 Recovery Stage 2 Incident Log Sheet Example Follow Up Letter to Parents/Guardians	Page 12 onwards



## Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

## Rationale

This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

## Definition of aims and scope of the plan

‘An event – or events – usually sudden, which involve significant personal distress, to a level which potentially overwhelms normal responses and procedures and which is likely to have emotional and organisational consequences. An incident might be designated as critical where the result is likely to be serious disruption to the running of the school, or where there is likely to be significant public and/or media attention on the school.

## AIMS

### To:-

1. Create an awareness of the need for planned arrangements to be made.
2. Have a clear outline of who will take key roles and what those roles will be.
3. To ensure that all contact lists are accurate and current.
4. That there is a tested framework to base the response on drawing on individual and team skills where necessary.
5. To ensure that suitable plans are in place to enable the school to recover to normal working as quickly as possible, placing the well-being of members of the school community at the forefront of such plans.



## **SCOPE OF INCIDENTS THE PLAN WILL COVER**

### **In School**

- A deliberate act of violence, such as the use of a knife or firearm
- A school fire or laboratory explosion
- A student or teacher being taken hostage
- Civil disturbances (such as rioting or attack by large groups/gangs of outside people)
- The destruction or serious vandalising of part of the school (including incidences such as widespread asbestos contamination)
- The death of a student or member of staff through natural causes, suicide, malice or accidents.
- In the event of a human influenza pandemic this plan will be followed in conjunction with the HSE and the Local Authority guidance.
- Flooding and all other severe weather conditions.
- Failure of utilities such as gas, electricity and water.

### **Outside School**

- The death of a student or member of staff through natural causes, suicide, malice or accidents.
- A transport-related accident involving students and/or members of staff
- A more widespread disaster in the community (for example, large explosion, major train accident, chemical or other contamination)
- Death or major injuries on school journeys or excursions
- Civil disturbances and terrorism
- In the event of a human influenza pandemic this plan will be followed in conjunction with the Public Health England the HSE and the Local Authority guidance.
- In respect of school trips and visits, guidance is available from the DfE good practice guide and full details are available in the school's "Offsite Visits" documentation.

It is appreciated that a "Pick and Mix" approach is likely to be needed drawing on only some aspects of this plan as appropriate to the incident.

The contact list will be reviewed at least once a term by the SLT or if personnel change, and the plan reviewed annually by the Audit and Risk, and Resources Committee.



**The Local Authority Support Team**

**Activation**

**In the event of a School related emergency the proposed arrangement is outlined here:**

**INCIDENT OCCURS**

Headteacher (or Deputy Headteacher) is notified



**Headteacher (Deputy Headteacher or Deputy Head (School Manager) contacts:**

07919 391934 (same number for out of hours) - requesting LA help

Mitie Helpdesk notified (if relevant) 01892 638502 (same number for out of hours)



**OUT OF OFFICE HOURS** – Central Control Contacts a

Designated Senior Officer from the '**LA EMERGENCY SUPPORT TEAM**'



**The Senior Officer Activated:**

- Establishes contact Headteacher (or Deputy Headteacher)
- Activates 'First Response Officers' as per contact list, to attend the school (e.g. Communications Experts, Public Relations and an LA Team Co-ordinator.)



**LA Team**

**Co-ordinator**

- Puts Support Team Officers on Standby
- Attends site
- Mobilises Support Team Officers as required



**Senior Officer**

Attends site to:

- Assist/advise Headteacher/ Nominee
- Determines full needs
- Takes action accordingly



**Headteacher (or Nominee)**

- Nominates on-site Co-ordinator
- Identifies on-site facilities
- Mobilises on-site Team (if appropriate)



## Emergency Action List

ACTION BY:- Headteacher (Deputy Headteacher or Deputy (School Manager)

### Stage 1 - Initial Actions

- Open and continue to maintain, a log of all factual information received, actions taken, and the time of those events (this log to be held in the main office) refer to page 15 for incident log sheet .
- Make every attempt to clarify exactly what has happened.
- Then consider whether Incident requires involvement of 'Local Authority Support Team'.
- If so, contact one of the single point contact numbers listed.
- Establish whom they will contact. Check this includes the Education Committee Chair.

### If during term time

- Unless there is overwhelming pressure, avoid closing the school and endeavour to maintain normal routines and timetables.

### If outside term time (or outside school hours)

- Arrange for:-
  - the Premises Team to open certain parts of the school as appropriate and to be available (and responsive) to requests.
  - Immediate School Administration support.
- Think about appropriate presentation when going into school, in case of media or other interest.
- If the incident does attract Media attention, the Headteacher will try to avoid giving any statements until the LA Media representative has given personal and direct advice and instructions.



**Note :** *It is especially important that if names of those who may have been involved in the incident are known these names or other personal details are not released – or confirmed – to anyone, before those identities are formally agreed and parents or nearest relatives are informed appropriately and their permission has been obtained.*

- If deputising for the Headteacher, try if possible to contact and brief him.
- Inform Chair of Governors-
  - of Incident and, if appropriate, of involvement of ‘Local Authority Support Team’.
  - of the need to standby to be available for interview by the Media and provide further advice and support as appropriate.
- Chair of Governors then contacts Clerk to Governors who will contact all Governors to inform them about the incident.
- Call in the designated staff members to form the ‘School Emergency Management Team’, and nominate one as the On-Site Coordinator to oversee that Team (this would normally be the Headteacher or the Deputy Headteacher).
- Be prepared to receive many telephone calls and have a team of staff manning the telephones as appropriate. This team will need to provide only agreed information from a written statement prepared by the Headteacher (or the Deputy Headteacher) – see further details below.
- Recognise the relevance of multi-cultural and multi-faith factors in the response.

## **Stage 2 – Once established**

Brief Staff Member acting as On-Site Co-ordinator (normally Deputy Headteacher) to oversee the following:-

- If ‘Local Authority Support Team’ has been activated, arrange for On-Site facilities for the Team (would normally be – Deputy Head (School Manager).
- Agree appropriate identification of staff by using badges, provided by the school.
- Expect to see identification of Local Authority Support Team Officers.
- Set up arrangements to manage visitors – arrange for their names to be recorded.
- Set up arrangements to enable accurate information to flow into and out of the school and for telephone calls, by ensuring –
  - sufficient help is available to answer the many calls that could be received (The Local Authority Support Team will be able to assist with a ‘Help-Line’).
  - staff maintain records of all calls received.
  - brief, but up-to-date prepared statements are available to staff answering phones.
  - media calls are directed to the LA’s PR officer or the Headteacher (as by prior agreement with LA).
  - care is taken when answering telephone calls to ensure a sensitive but firm and assertive manner is used.



- an independent telephone is made available for outgoing calls only (normally the telephone in the Headteacher's office – a mobile phone might be used in an emergency).
  - telephone staff are reminded that some calls could be bogus.
- To arrange for all staff – not just teaching staff – to be called in and, if necessary, briefed at an early stage. (Subsequent briefings say 2 per day for 10 minutes, should be arranged).
- To be aware of how colleagues are coping
- To arrange for all students to be told, in simple terms, at an early stage (ideally in small groups and initially by form tutors, wherever possible).
- To brief team to discourage staff and students from speaking to the Media.
- To arrange, if appropriate, for team members to each have a copy of the Next-of-Kin List.

**Parents:**

- If students are involved, the contacting of parents will be an important early task (remember if it is a major Incident, the parents may well have already heard). It may be appropriate to ask the parents to come to the school for a briefing and support. This will need to be done with the utmost care.
- Maintain regular contact with parents.
- If incident away from school seek Police advice whether parents should travel to the scene, or whether children should be taken home.

**Staff:**

- Remember to have regular breaks, and advise others to do so.
- Maintain regular contact with all staff. Make a point of seeing that all staff involved knows each other's roles and responsibilities.
- Always try to think of something positive to say to staff and respond positively to ideas and suggestions.
- Be available to see staff when required.
- Remember some members of staff may be so affected, that they will not be able to help in supporting children.
- Recognise also that if the burden of dealing with the situation falls disproportionately on a small number of staff, they too could need professional support.
- If the Incident is away from school, try to dissuade shocked staff from driving parents to the scene.

**'Local Authority Support Team'**

- Maintain liaison with 'Local Authority Support Team' Senior Officer for duration of Incident.

**Stage 3 – Period following the close of the incident**

- When appropriate, seek advice from 'Local Authority Support Team' and local clergy contact on special assemblies/funeral/memorial services.





- Prepare joint report with named Senior Officer, for Director of Education.
- Arrange for a member of staff to make contact with any students either at home or in hospital.
- Make sensitive arrangements for the return to school (as appropriate).

#### **Stage 4 – Longer term issues**

The effects of some Incidents can continue for years. Thought will need to be given to:-

- Work with Staff to monitor students informally.
- Clarify procedures for referring students for individual help.
- Be aware that some Staff may also need help in the longer term.
- Recognise and if appropriate, marking anniversaries.
- Remember to make any new staff aware of which students were affected and how they were affected (part of new staff induction).
- Remember that legal processes, inquiries and even news stories may bring back distressing memories and cause temporary upset within the school.
- Remember if the Incident does attract Media attention, it is likely that interest will continue for many weeks.

#### **Emergency Action List**

##### **ACTION BY:- EMERGENCY MANAGEMENT TEAM**

##### **Stage 1 – Initial Actions**

- Obtain full facts of Incident from Headteacher.
- Open and continue to maintain a personal log of information received, actions taken and the time of those events.
- Assist, where appropriate, in assessing the emotional needs of the staff and students. Co-ordinate rapid action to sensitively inform staff and students to provide appropriate support.
- Assist class teachers who will undertake classroom briefings.
- Arrange special groups for very distressed students.

##### **Stage 2 – Once Established**

- Under guidance from School On-Site Co-ordinator (Deputy Headteacher), assist Headteacher (or Deputy Head (School Manager).
- Work with LA Support Team with Headteacher (or Deputy Head (School Manager) and School On-Site Co-ordinator (Deputy Headteacher) as directed.

##### **Stage 3 – Period Following Close of the Incident**

- As above



**This team should comprise: Up to 4 senior members of staff, together with office staff.**

### **Emergency Action List**

ACTION BY:- ADMINISTRATIVE SUPPORT

#### **Stage 1 – Initial Actions**

- Obtain full facts of Incident from Headteacher.
- Open and continue to maintain a personal log of information received, actions taken and the time of those events.
- If coming in from home, remember to bring useful items, such as any keys needed.

#### **Stage 2 – Once established**

- Under guidance from School On-Site Co-ordinator (Deputy Headteacher), assist the Headteacher (or Deputy Head (School Manager).
- Work with LA Support Team the Headteacher (or Deputy Head (School Manager) and School On-Site Co-ordinator (Deputy Headteacher) as directed.
- Remember the School Office is likely to be the first point of contact for visitors, so exercise caution in making comments.
- Concerning incoming telephone calls
  - take care when answering telephone calls early on
  - maintain a record of calls received
  - only give out information from prepared statements that will be made available
  - remember that some calls could be bogus

#### **Stage 3 – Period Following Close of the Incident**

- As above

Points to note with media interviews (usually given by LA representative or Headteacher)

- Have another person with you, if possible, to monitor the interview.  
If possible, agree an interview format i.e. establish what the interviewer wants to ask.
- Be prepared to think on your feet, but try to decide beforehand what you want to say. Do not read it out.
- Remember you could be quoted on anything you say to a journalist, even if it is not part of the formal interview.
- Be prepared to say you cannot comment.
- Don't overelaborate your answers, keep comments brief providing only verifiable facts.
- Refuse requests for photos or schoolwork of children/staff involved.
- Try to keep a grip on your emotions during interviews-especially if it is on television.
- Most journalists are responsible, but check where interview/camera team go, when interview is over.



## Contact List

The names and telephone numbers of organisations and individuals who may be useful to the School in an emergency:

### School Critical Incident Team

Name	Designation and Role	Home Contact Number	Work Contact Number	Mobile Contact Number
David Fisher	Headteacher and Team Leader	01727 823184	01923 264504 (ext. 749)	07813 135673
Ruth Jennings	Deputy Headteacher and On Site Co-ordinator	01923 440427	01923 264504 (ext.019)	07787 506909
Graeme Searle	Deputy Headteacher	07704 621185	01923 264504 (ext. 015)	07704 621185
Lucy Sudbery	Deputy Headteacher	07984 461447	01923 264504 (ext.020)	07984 461447
Diane Bell	Deputy Head (School Manager)	01920 460085	01923 264504 (ext.748)	07771 562690
Frances Stickley	Chair of Governors	01923 264185		07578 406106
Sandra Bell	Head of Contract Management Unit (EFA)			07752 286800
Mitie Helpdesk (24 Hours)	Any issue that affects the building needs to be reported immediately to the Helpdesk.		01892 638502	



### MAJOR INCIDENTS IMMEDIATE CHECKLIST

ACTIVITY	WHO BY?	COMPLETED
<b>EVACUATION</b>		
Follow schools emergency evacuation procedures		
Registration		
Confirm everyone is safe		
Call emergency services		
If relevant Call Mitie Helpdesk 01892 638502.		
Contact HCC incident number 07919 391934 out of hours; Business Hours 01992 555703 / 01992 556438 <a href="mailto:resilience.team@hertfordshire.gov.uk">resilience.team@hertfordshire.gov.uk</a>		
Obtain a copy of family and staff contact lists		
Liaise with emergency services incident officers at the scene		
<b>DETAILS OF CASUALTIES</b>		
Obtain information on: Names		
Obtain information on: Injuries		
Obtain information on: Current location of casualties		
Obtain information on: Current location of relevant others		
Obtain information on: Whether next of kin have been informed		

### MAJOR INCIDENTS IMMEDIATE CHECKLIST

ACTIVITY	WHO BY?	COMPLETED
<b>INJURY</b>		
Who is accompanying injured person(s) to hospital		
Provide accommodation which is restricted to next of kin, students and staff as appropriate		



Provision of immediate transport, assistance and counseling as appropriate		
Contact the CSF Service i.e. Health & Safety 01992 556478		
<b>INCIDENT IN SCHOOL TIME</b>		
Decide whether to keep students in school or send everyone home		
Organise transport		
Ensure Staff, Parents and Governors receive the schools version of the facts and actions underway as soon as possible		
<b>INCIDENT OUTSIDE SCHOOL TIME</b>		
Decide how to contact parents; for bad news avoid phone chains		
Consider announcements via the local radio stations		
Ensure Staff, Parents and Governors receive the schools version of the facts and actions underway as soon as possible		



## RECOVERY STAGES

### STAGE 1: Actions for consideration by the School in the First 24 Hours

	ACTION	COMMENTS	PERSON OR GROUP RESPONSIBLE	COMPLETED BY
1	Ensure safety of students and staff	Activate standard fire evacuation procedures		
2	Phone emergency services			
3	Ensure notification of the incident via the emergency number: 07919 391934  If the incident relates to the building contact the Mitie Helpdesk 01892 638502.	Phoning this number will activate the CSF Service/Mitie part of the plan including notifying all relevant people/groups. A representative of the CSF Service/Mitie will attend the site as a matter of urgency.		
4	Activate School Recovery Team	Identify a suitable meeting area for the recovery team		
5	Delegate individual(s) to notify all staff			
6	Ensure 'snowline' telephone number and password is accessible to all your recovery team			
7	Activate your procedure for informing parents	This might be undertaken via 'snowline' or other agreed procedure. This procedure could also inform other relevant people such as trades people, out of hours users, support staff etc.		
8	Establish media communication	CSF communications unit will assist with this		
9	Contact/bus/coach companies and CSF service transport unit			



**STAGE 1: Actions for consideration by the School in the First 24 Hours**

	<b>ACTION</b>	<b>COMMENTS</b>	<b>PERSON OR GROUP RESPONSIBLE</b>	<b>COMPLETED BY</b>
10	Pass media enquiries to CSF Service at the earliest opportunity.	Contacting the incident number will activate contact with the communications unit.		
11	Identify information point(s) at suitable location(s).	Providing basic information in this way will reduce enquiries.		
12	Establish phone facilities.	Staffing information line numbers. This can be supported by the CSF Service at an early stage.		
13	Identify possible welfare support needs for students and staff.	The CSF Service will organise this for the school.		
14	Review of accommodation, catering and supervisory staff for students arriving at or remaining on site.			
15	Agree with CSF Service/loss adjuster the immediate resources needed.	These might include: IT equipment, records, registers and cheque books.		
16	Establish priorities for salvage and advise emergency services and recovery team.			
17	Make alternative arrangements for examination groups if necessary.			
18	Assess disruption to education process.			
19	If safe, activate salvage procedures.	Identify items to be removed and an alternative storage area. Consult with loss adjusters.		
20	Keep all staff up to date with incident progress.			
21	Update Governors, parents groups etc.	It might be helpful to use parent groups as an information focal point.		



## RECOVERY STAGES

### STAGE 2: Actions for consideration by the School 24 Hours to 2 weeks

	ACTION	COMMENTS	PERSON OR GROUP RESPONSIBLE	COMPLETED BY
1	Review Stage 1			
2	Identify most urgent issues			
3	Identify usable facilities on site			
4	Review Health & Safety and security/fire prevention on site			
5	Review welfare support for students and staff			
6	Consider alternative accommodation needs	Eg. Temporary buildings, relocation, specialist facilities		
7	Establish alternative timetables			
8	Establish supply cover if required			
9	If necessary re-schedule examinations			
10	Update information to school and local community	Update web site, send out newsletter to parents		
11	Formalise any revised transport Arrangements			
12	Review services/deliveries to site			
13	Prepare inventory to furnish alternative accommodation			





**STAGE 2: Actions for consideration by the School 24 Hours to 2 weeks**

	<b>ACTION</b>	<b>COMMENTS</b>	<b>PERSON OR GROUP RESPONSIBLE</b>	<b>COMPLETED BY</b>
14	Consider the introduction of contemplation areas	These could be areas where students and staff have the opportunity to talk through and express their emotion eg. areas for quiet thought or small meeting areas etc.		
15	Maintain updates to staff			
16	Update Governors, parents etc.			
17	Advise other users of the school about alternative arrangements			



### Incident Log Sheet

Name:

Date/Time	Occurrence/Action	Comments



INSERT DATE

(Example Follow Up Letter to Parents/Guardians)

Dear Parent/Guardian

You will all be aware of the recent incident that has affected our school. I am sure you will appreciate how upset we all are. On behalf of everyone involved in the life of our school community I would like to express our sympathy to.....

I am sure you will understand that it is not possible for me to comment on the incident at this stage other than to provide factual information, but I will do my best to keep you up to date as time proceeds.

We are currently working closely with the County Council's Children, Schools and families Division to ensure that disruption to school life is kept to a minimum. However, as you will appreciate, it will be some time before we are back on an even keel.

For the immediate future we have made the following arrangements, which will come into effect from

.....

(Eg. as from today the school office will be located ..... We hope to have temporary buildings available for all students to continue their education from .....)

Please note the following our contact numbers below. However I would ask you to keep calls to the school to a minimum so that we are not overwhelmed.

Telephone

Fax Number

Email Address

Web Address

The process of recovery is moving very fast as more decisions are made about the best ways to proceed. We will provide updated information as frequently as possible both on the web site and in the weekly update letter to every family.

Thank you for your support and understanding in what is a difficult time for all of us.

Yours sincerely

Mr D Fisher

Headteacher