



THE ORATORY

THE ORATORY SCHOOL (OS) CRITICAL INCIDENT POLICY & EMERGENCY PROCEDURE

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PART A

Critical Incident Policy

The Oratory School considers a critical incident to be:

“Any sudden event or emergency involving the school (in or out of hours) where the effectiveness of the school response is likely to have a significant impact on the local community and stakeholders”.

The Critical Incident Plan (Part B) is designed to help the school staff manage these incidents when they occur. In the event of a critical incident occurring, the Board of Governors has established the following priorities to be addressed by a school's incident management team:

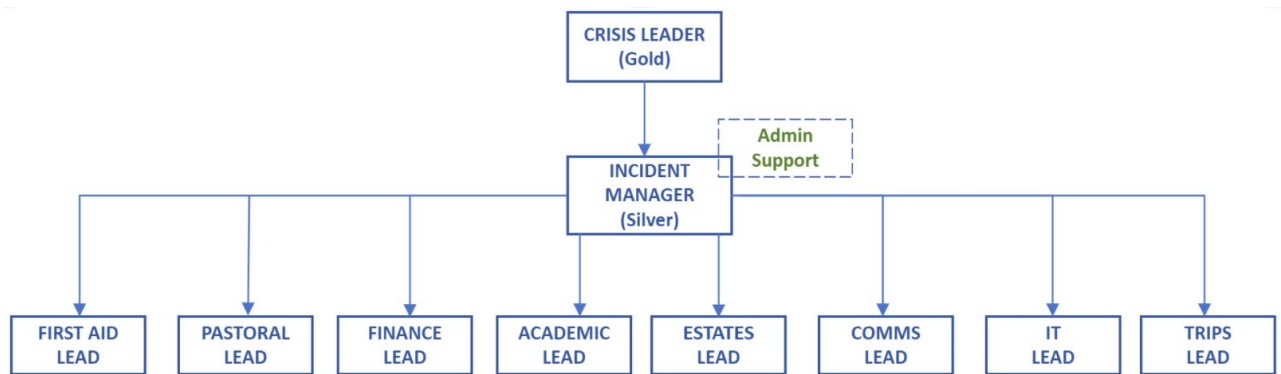
- Minimise or eliminate any danger or risks to individuals
- Contain the incident and work effectively with emergency services
- Assist in any investigation and ensure the school acts in a lawful manner
- Look after the emotional wellbeing of the school community and communicate with the wider community, parents, and key stakeholders
- Restore normality as soon as possible

The Board of Governors is aware of the emotional needs, as well as the practical needs, of each individual within the school's community at a time when a critical incident occurs and will ensure that appropriate support is put in place for as long as it is needed.

Decision Making structure

To ensure a coherent and co-ordinated response to any critical incident, a decision-making structure that is distinct and separate to the normal management structure will be used.

The Incident Management structure set out below, outlines the minimum of roles that are required for **an initial activation**. Additional roles may be required as the incident progresses.



Training & Testing

The Board of Governors are committed to ensuring that all members of the School's Senior Leadership Team, and staff who are members of the School's Incident Management, receive appropriate professional development training and participate in an annual exercise to rehearse implementing the procedures set out in Part B.

Crisis Leader (GOLD) – Role and Responsibilities

The Head will be responsible for overseeing the School's response by determining resourcing levels, appointing a person to be the Incident Manager, and undertaking strategic stakeholder engagement.

In the initial stages of an incident, or until notified otherwise, the strategic priorities will be:

1. Preserve Life.
2. Ensure welfare of staff and pupils.
3. Minimise damage / loss to buildings.
4. Resume designated critical activity.
5. Return academic activity to normal, within allocated resourcing levels.
6. Protect the local reputation and standing of the School.

Resolution and De-brief

The response required to return the school to normal activity, in the aftermath of a critical incident, may require activity to extend over a considerable time.

Once the Crisis Leader is satisfied that any on-going action required can best be accomplished through the school's day-to-day managerial structure, the critical incident should be declared finished, and the Incident Management Team stood down.

If appropriate and prior to formal notification of being stood down, the Crisis Team should attend a "hot" de-brief session and should be held no later than 3 days after the initial incident.

The Crisis Leader will then organise facilitated debriefing sessions for all staff members and students, to discuss the incident and to give them the opportunity to emotionally process their experiences. This also provides an opportunity to assess whether follow support or counselling is appropriate.

A written report of the lessons learnt from the response to the Critical Incident should be made and any recommendations incorporated into changes to the Critical Incident Plan.

Part B

Critical Incident Procedures

1. Incident classification and escalation criteria

Any incident or suspected incident should be notified to Reception (in school hours) or to any member of the School Leadership Team (out of school hours) as soon as practicable.

Reception or member of SLT notified will immediately ascertain and record the following:

- Exact location and address of the incident.
- Time incident occurred.
- Number of pupils and staff directly impacted.
- Number and extent of injuries / fatalities.
- Presence of Emergency services.
- Nature of incident.

An incident should be classified using the following criteria:

Category	Criteria
Critical Incident (Contact any member of the Senior Leadership Team)	Fatality
	Serious injury
	Violent trespass / Threat of
	Loss of building
	Loss of access to campus
	Data breach
Priority Incident (Contact Estates Manager)	Community Disturbance
	Loss of utility
	Loss of IT
	Disruption to transportation
	Food poisoning
Minor injury	

	Severe weather
	Bomb threat / Suspicious package
Routine	Minor or temporary disruption not expected to exceed 4 hours

Reception or the initial point of contact should identify and contact any **immediately available** member of the Senior Leadership Team for a CRITICAL INCIDENT.

During school hours, once a member of the Senior Leadership Team has been contacted and briefed on the incident, they in turn **must immediately assume** the role of **Incident Manager (Silver)**.

For an out-of-Trust hours incident, the on-call member of the Senior Leadership Team will assess whether immediate activation of the **Incident Management Team (IMT)** is required. This is mandatory for an incident assessed as CRITICAL.

2. Incident Management Team

The Incident Management Team (IMT) will comprise the following roles and on activation should meet in the Head's study or join a school-initiated Teams call.

FUNCTION	Name	Alternate
1. Crisis Leader	Julian Murphy	Fiona Yates
2. Incident Manager	Matthew Fogg	Fiona Yates
3. Welfare Lead	Matthew Fogg	Stephen Burrows
4. Academic Lead	Matt Syddall	Caryn Harward
5. Finance Lead	Fiona Yates	Theresa Bowers
6. Estates	Jules Forsdick	Daniela Tiligadas
7. Comms & Media	Sally Whitson	Bea Butler
8. First Aid Response	Clare McSoley	Jane Reynolds
9. IT	Ronan O'Sullivan	Grant Shuttleworth
10. Admin	Nicky Moran	Karen Parkins
11. Logistics	Fiona Yates	Jules Forsdick
12. Trips (where relevant)	Marcus Fec	Matthew Fogg

3. Incident Manager (Silver) – Role & Responsibilities

The Incident Manager is responsible for developing a plan that will resolve the incident and restore normal activity in accordance with the priorities and resourcing levels set out by the Crisis Leader (GOLD).

An individual who is a member of the Senior Leadership Team will assume the role of Incident Manager upon an initial request by Reception or at the request of the Crisis Leader.

Once the Incident Manager is satisfied, they are fully aware of the current situation and on-going activity they should:

1. Commence a policy log – see appendix D
2. Convene the Incident Management Team (IMT) and confirm / appoint individuals to be the functional leads specified above.
3. The role of the functional leads in the IMT is to organise the implementation of any tasks allocated to their function, under the plan developed by the Incident Manager. This may require the identification and instruction of others to undertake the task required.
4. Ensure a First Aid Response Team has been deployed for any on-site incident.
5. Identify an Emergency Response Lead (ERL) for any off-site incident.
6. Activate / establish a telephone hotline / web briefing portal.

4. First Aid Response LEAD

The role of the First Aid Response LEAD is to attend the immediate vicinity of an incident occurring within the school campus to:

- Assess and confirm the nature of the incident
- Provide first aid to injured parties
- Establish a cordon to prevent further endangering of staff and pupils
- Initiate emergency action to prevent further injury or damage

Where it is not safe to undertake a physical investigation, a remote investigation by CCTV or other means should be considered.

It is essential that an initial assessment of the incident made and passed to the Incident Manager with a recommendation on whether to invoke a pre-determined “**Evacuation**” or “**Shelter-In**” plan is a matter of urgency.

5. Emergency Response Lead - Off-site

The Emergency Response Lead is the most senior member of staff on a school trip or event away from the school premises.

The role of the Emergency Response Lead is to attend the immediate vicinity of incident to initiate / confirm the attendance of emergency services who can provide first aid to injured parties and to then ensure that all remaining students are located and moved to a nearby place of safety as soon as possible.

Once this has been achieved, they must contact the Incident Manager and give the names of pupils who have been injured, the nature of their injury and their current location.

6. LOCKDOWN PROCEDURE

There is a separate Lockdown policy which is included as Appendix F.

7. Site Plan



Appendices

A. Holding Statements

<p>1.</p>	<p>Generic Incident The School is currently dealing with an on-going incident and has, as a precaution, activated its Incident Management Team.</p> <p>Emergency services have been contacted and we are currently liaising with them to assess the impact on the School and confirm any immediate action needed.</p> <p>An update will be provided in 60 mins via our website / parent portal.</p>
<p>2.</p>	<p>Generic Incident – Emergency Services on site The School is currently dealing with an on-going incident and has, as a precaution, activated its Incident Management Team.</p> <p>Emergency services are in attendance, and we are currently working with them to account for all our pupils and staff.</p> <p>(Parents of impacted children will be contacted directly)</p> <p>We would ask you do not try to contact or come to the school at this time and an update will be provided in 60 mins via our website / parent portal.</p>
<p>3.</p>	<p>Shelter-In In response to the report of.....(<i>insert outline</i>) the School has initiated its Shelter-IN procedure and we are currently in the process of accounting / have accounted for all pupils and staff.</p> <p>While the emergency services deal with this please do not contact or come to the School.</p> <p>(Parents of impacted children will be contacted directly).</p> <p>An update will be provided in 60 mins via our website / parent portal.</p>
<p>4.</p>	<p>Serious Injury Today's events, which have resulted in the serious / minor injury of a member of the school have been a difficult / traumatic experience for all our pupils, their parents and our staff.</p> <p>While the emergency services continue to investigate these events, you will understand that we are unable to provide further details at this time.</p> <p>Our focus is on supporting those directly impacted and that we, as a community, support each other in the days ahead, as we seek to return to as normal an academic life as is feasibly possible.</p>

B. Emergency Contacts

Contact	Internal no. (01491 68..)	External no.
Head – Julian Murphy	3501/3620	07825 676021
Bursar – Fiona Yates	3510	07786 396122
Senior Deputy – Matthew Fogg	3504	07786 396136
Deputy Head, Academic – Matt Syddall	3525	07786 396128
IT – Ronan O’Sullivan	5555	07867 385828
Estates Manager – Jules Forsdick	3520/3567	07880 259588
Health centre Manager – Clare McSoley		07786 396132
Grounds Manager – Andy Burnham	3552	07824 881647
Sports centre manager – Steve Tomlinson	3565	07531 959466
Security (18.00 – 08.00)		07786 396131
Caretaker (18.00 – 08.00)		07900 723091

Key Suppliers	Telephone
National Gas emergency	0800 111999
Water – Thames Water	08459 200800
Fire Alarm Monitoring – Scutum	0330 3032500

C. Grab Box (contents) – located in Head’s corridor

1.	Stationery Pad	x 5
2.	Flip Charts	x 3
3.	Marker Pens	
4.	Pens and Pencils	
5.	Blu Tack	
6.	Policy Logs	X 5
7.	Critical Incident Plan (printed copy)	
8.	List of Staff (+ contact numbers)	
9.	List of Pupils (current year)	
10.	Business Continuity Plans (if any)	
11.	Wi-Fi Access and Codes	
12.	Portable Handheld Radio (if any)	x 2
13.	High-Vis Jacket	x 4
14.	Torch	x 4
15.	Barrier Tape	x 4
16.	Phone battery packs	x 4

D. Policy Log

Time	Issue / Information	Decision / Action	Allocated Owner

E. Incident Management Team Agenda

IMT Agenda (Template)

Section 1 – Introduction

This is The Oratory School's Incident Management Team. I am

I will start by taking a roll call by function, then give an outline of incident and then detail the priority actions needed to be taken.

Please put your phones to silent and if you are on the Teams call please put yourself on mute. At the end of this meeting, I will invite contribution from non-functional leads.

Section 2 – Roll Call

- Crisis Lead
- Incident Lead
- Comms/ Media
- First Aid / Medical
- Academic Lead
- Welfare lead
- Finance
- IT
- Facilities
- Logistics
- Trips (where relevant)

Section 3 – Current Situation

Outline / Describe current picture/ assessment of key issues.

Question: “Does anyone have different understanding of the issues or a more accurate assessment?”

Section 4 – Priorities

- Outline strategic goals set by GOLD
- Review priority of strategic aims.

Section 5 – Plan of action

- Outline key features of plan.
- Allocate actions / scope of authority to functional leads.
- Request up-dates on allocated Bronze tasks & actions

Admin to record action / owner / timescale

Section 6 – Recap

- Confirm strategic priorities, key elements of plan and priority actions to be undertaken.
- Comments - Invite input from non-functional leads.

Section 7 – Next Meeting

Set date, time and venue for next session.

F. Lockdown Policy

Introduction

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

1.2 Lockdown procedures may be activated in response to any number of situations. Situations such as: an intruder inside the school or an emergency situation outside the school that prevents the evacuation of pupils and staff from the building. A warning may be received regarding a risk locally, of air pollution (smoke plume or gas cloud etc.) or major fire. In these situations, schools should be prepared to take steps to isolate pupils, teachers and staff from danger by initiating a school lockdown.

1.3 The Oratory School lockdown arrangements are designed to serve several functions during an emergency, including the following:

- Removing pupils and teachers from the threat;
- Isolating the dangerous situation from much of the school;
- Allowing for an accurate accounting of pupils within each room; and
- Depending on the situation, facilitating an organised evacuation away from the dangerous area.

There are 2 main lockdown situations:

2.1 Lockdown with Warning Procedures (partial lockdown); the threat is outside the school building

2.1.1 In a partial lockdown, staff and pupils should remain in the school buildings and all doors leading outside should be locked. No one should be allowed to enter or leave the school grounds; however, teaching and work can continue as usual. This may be as a result of a reported incident/civil disturbance in the local area with the potential to pose a risk to staff and pupils in the school.

2.1.2 The following procedures should be followed when the threat is *outside* of the school building:

- The designated person (Reception or LT) initiates the “partial lockdown warning”, which is a siren (please note that this is a different sound to the full lockdown warning).
- Special attention should be paid to classes that are outside the school buildings. Students should head to the nearest building if on the sports fields – suggestions are those on Rally to the Rugby pavilion, those near the Firsts cricket pitch to the Old Pavilion, those on Flint to the 6th Form centre.
- An alternate lockdown location is the Chapel.
- Lock exterior doors.
- Clear hallways, restrooms, and other rooms that cannot be secured.
- Secure and cover classroom windows if blinds or curtains are installed.
- Move all persons away from the windows.
- Take a register of students in each classroom (this may need to be handwritten)
- Teachers should prepare a list of missing and extra students in the room.

- Teachers should take this list with them once they are directed to leave the classroom.
- Consider alerting parents and guardians by School Post (email and text service), informing them that the school is in lockdown until further notice.
- Control all movement, but continue classes. Move on instruction only.
- Once the threat has subsided, the school announces the “all clear”, with a multiple horn sound and messaging parents and guardians as required.

2.2 Lockdown with Intruder Procedures (Full Lockdown); the threat or intruder is inside the school building

2.2.1 The following procedures should be followed when the threat or intruder is *inside* a school building:

- The designated person (being the person who is the first to become aware of the threat or intruder) raises the full lockdown alarm which is a siren (please note that this is a different sound to the partial lockdown warning). Be direct. **DO NOT USE CODES.** The alarm will continue for a few minutes to ensure everyone has heard it.
- Immediately direct all students, staff and visitors into the nearest classroom or secured space.
- Classes that are outside of the building **SHOULD NOT** enter the building.
- Move outside classes to the nearest safe building or, if considered safer, head for the school boundaries and stay out of sight.
- Lock classroom doors.
- **DO NOT** lock exterior doors.
- Move people away from the windows and doors. Keep all students sitting on the floor and turn off the lights.
- Take a mental or handwritten register of pupils in each classroom.
- Teachers should prepare a list of missing and extra pupils in the room.
- Teachers should prepare to take this list with them once they are directed to leave the classroom.
- **DO NOT** respond to anyone at the door until “all clear” is announced with the multiple horn sound.
- Keep out of sight.
- Be prepared to ignore any fire alarm activation, as the school will not be evacuated using this method.
- When or if pupils are moved out of the classroom, assist them in moving quietly and quickly as possible.
- When the threat is over/the intruder has left the building, the designated person sounds the “all clear” which is the multiple horn sound.

G. Business Impact Analysis and Business Continuity Plan

Feeds into the Critical Incident policy and emergency procedures

	<u>BIA</u>	<u>Business Continuity Plan</u>
People	Key staff = LT and Boarding staff plus IT staff	Many of LT live onsite so may be personally affected by the events. But there are staff living in the village who can assist at very short notice. Staff can all be called using Teams. LT, housemasters, IT and other key staff have school mobile phones. School counsellor can provide immediate assistance to affected staff and students to be supported by other staff with mental health training.
	Key skills - teachers and boarding staff plus IT and maintenance team skills	Teaching staff can temporarily cover for each other as required to enable optimum use of resources - to be organised by Deputy Heads. Boarding staff to be allocated by Senior Deputy Head. IT live offsite but always contactable. Bursar/Maintenance staff can call on relevant contacts to assist as required.
	Minimum staffing levels required to continue/recover key functions	Day pupils can be asked to remain at home for up to a week and be taught via Teams. Boarding pupils (81B, 34G) can be housed in available accommodation and go to 6th form centre/library/sports centre etc for lessons.
Premises	Teaching/day-use buildings = Morey/Tomlinson/6th form centre	Lessons can be relocated to sports centre, 6th form centre, day rooms in houses. But wouldn't have the same access to technology such as classroom TVs so would rely on distributing classroom material using Teams etc. Any shortfall in teaching time, particularly for exam years, could potentially be made-up in holiday time. Paper copy of the timetable to be included in the Grab box.
	Boarding houses = Norris, Fitz, St John, Wootten, SPH	More of an impact should Wootten be affected as would need to move, say St John, into Fitz and Norris allowing the girls to move to St John. SPH would need special consideration too - keep together in one of the senior houses.
	Staff accommodation	Except the sports centre and 6th form centre, staff live in all school buildings. Would therefore need to find alternative accommodation and provide counselling as required. Some staff might decide to go to their 2nd homes temporarily which would require their timetables to be covered.
	Health centre	Relocate to another building e.g. rugby pavilion. Medical supplies would need to be obtained from Woodcote medical practice. All full time boarders and most weekly boarders are registered with Woodcote so prescription available from them. Flexi boarders and day pupils would need to get supplies from home. Patient tracker data is held on encrypted server onsite and backed up daily.
	Sports centre	Couldn't relocate swimming or real tennis should there be an issue so would need to cancel bookings. Other activities can be relocated to theatre or outside.
	Offices	Most school records are in the Cloud so accessible from any computer. Many staff have school laptops and could work remotely, as happened for covid.

	Clean-up operations	Would need to make safe where possible and cordon off any area of the site remaining risky. Need to be mindful of the impact on students and staff seeing the affected areas and might want to erect screening. Maintenance, Grounds and domestic teams would prioritise any salvage, clearance and cleaning required and, in consultation with the Bursar, bring in external help as required.
	Alternative facilities	Should teaching blocks be out of action for a long time, would need to invest in additional technology capable of being used in temporary classrooms and relocated when possible.
Processes	Teaching	Resources largely stored online and all teachers now have laptops so can conduct lessons via Teams in any building or remotely.
	Exams	Critical time of year - May/June. Immediate response required. (Mocks could be rescheduled.) If Sports Hall is unusable, could relocate to theatre, Maths classrooms, IR room, Tolkien room, library. But might need to find suitable desks. Candidate data on iSAMs and with exam boards so readily accessible from anywhere. Staff living onsite can stand-in as invigilators if required.
	Exam assessment information	Public exam data is on iSAMs. [Check with HODs that consideration is being given to storage.]
	Safeguarding	Registration done through iSAMs, available in the Cloud. Housemasters have registers for boarding. MyConcern is accessible remotely on school laptops.
	Boarding	
	Provision of sporting and extra curricular activities	Sports and co-curricular activities are stored in SOCs so can be accessed remotely. Large site means that students can get outside and exercise.
	Offsite trips	All have to be approved and risk assessments signed off. Staff well-briefed. Overseas trips report back daily to LT.
	Catering	Back-up is to buy in food in the short-term (shops very close to school) and then use frozen meals supplied by Chartwells (using their hospital side of the business) which might require buying additional microwaves. Plus use the kitchens in the boarding houses and 6th form centre. Library can be used as temporary Ref if not affected.
	Biometric locks	Would disengage if there is a power outage so staff would need to physically monitor movements in and out until physical keypads have been installed by Maintenance.
	Lockdown alarms	In progress
	Fire alarm system	Close the building or, if this isn't possible, enact "Firewatch" where staff are on a rota to patrol buildings.
	Parental contact details	Available in multiple places - iSAMs, but also MyConcern and SchoolPost. School Office to print off paper copy weekly and keep in grab box.
SCR	Data copied onto hard disk regularly so can be restored should school systems be unavailable.	

	Onsite servers	Restricted data stored on local servers as much of it is in the cloud. But a fire in the server room would currently take out our internet connection but would have 4G access via mobile phones. Second server in Fitz provides a back-up of all data held onsite. Rigorous back-up regime in place.
	Financial data	Stored in iFinance which is held in the Cloud. Online banking available remotely.
Providers	Gas supply - heating and kitchen (hobs and ovens)	Use portable electric heaters. For cooking - we have portable gas BBQ and 2 pizza ovens plus the electric rationales in the kitchen.
	Electricity supply - only 1 entry point	Have solar panels generating some power so can look to prioritise supply to charging laptops, phones etc. May need to ask day pupils to stay at home for a day. Government obligation to provide a generator if supply isn't restored within 12 hours if not our fault.
	Water - 3 access points	Can potentially use an alternative supply point. Would need to use bottled water for drinking if no supply at all. Again, government have an obligation to restore supply if not our fault.
	Network	Internal network alerts if any unit goes offline. We have 2 firewalls in case one fails. We only have one internet fibre connection currently but are investigating options for another.
	Telephones (internet)	Now use Teams system so available on laptops which all teaching staff have. At least one person in each support department has either a school mobile or laptop.
Reputation	Key stakeholders - legal and statutory.	Comms very important - urgent comms to our staff, students and parents in the first instance which should have a reassuring tone. In case of lockdown need to ensure that parents are informed as soon as possible and kept offsite.
		Charities Commission to be informed.
		Insurers to be informed
		Parents - demand for lower fees. Should there be an extended closure of school, would need to consider fee adjustments as happened for covid
		Recruitment impact particularly if external examinations affected.