

# LARKMEAD SCHOOL

## CRITICAL INCIDENT MANAGEMENT PLAN

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## **SECTION 3 - GENERAL INFORMATION**

### **A critical incident may be defined as:**

*“An event or events, usually sudden, which involve the experience of significant personal distress to a level which potentially overwhelms normal responses, procedures, and coping strategies and which is likely to have emotional and organisational consequences.”*

### **3.1 Aim**

3.1.1 This critical incident management plan aims to establish the principles governing the way in which Larkmead School should react to any emergency or crisis. It cannot detail responses to the myriad of emergencies which may arise. Historical examples of critical incidents are:

- a. Major incidents where persons are killed or seriously injured – Aberfan, Dunblane or the M40 mini-bus crash.
- b. An incident on-site at an education establishment involving serious assault accident or injury – machete attack on nursery children.
- c. A personal tragedy or major incident in the community which affects staff or pupils through trauma or traumatic bereavement – Herald of Free Enterprise, Hillsborough.

3.1.2 In practice, each emergency demands a unique response. For this reason, this framework is a guide rather than a checklist.

### **3.2 Warning Alarms and Evacuation**

3.2.1 The school's 'primary' evacuation area is the main school sports field; the 'secondary' evacuation site (to be used where the 'primary' site is deemed to be too close to the hazard) is the 'top field'. Where there is a situation on site which places a life at risk, staff are to use the emergency evacuation alarm (school lesson bell) to evacuate all visitors, staff and students.

3.2.2. There may however, be some situations (e.g. a terrorist or other person on the premises who poses a threat to life) where the evacuation of students could expose them to a greater risk. If this is the case, staff will be informed by activation of the intruder alarm system. Once activated, staff are to keep students in lessons until the 'all clear' is sounded – this will be the sounding of the bell continuously for one more full minute.

3.2.3 Upon hearing the 'all clear' all staff not involved with teaching and all members of the Leadership Team are to meet in the Staff Room for discussion on how best to deal with the situation. **THE PRIMARY AIM IS ALWAYS TO PRESERVE LIFE AND**

PREVENT FURTHER INJURY. This should be balanced with the recognition that staff and students involved with the incident will need immediate support.

### **3.3 Internal Communication and Informing the Emergency and Support Services**

3.3.1 All school staff are encouraged to feel free to contact the police directly in the event of an emergency, to *nip the situation in the bud* where possible, and to offer support provided doing so will not put students or colleagues at further risk.

3.3.2 Situations are often best tackled effectively at an early stage before an escalation. However, staff should always avoid provoking intruders. Reception staff, leadership team (LT), site staff and teaching assistants (TAs) can summon help in an emergency using school mobile phones, radios and or emergency alarms.

3.3.3 A flow chart detailing the procedure to be followed upon occurrence of a critical incident involving Larkmead School is at Annex A.

3.3.4 A Larkmead School telephone tree which advises a 'cascade' system call outs for school staff is at Annex B – it should be noted that the list is a guide only as it may not be necessary to call out all staff. Contact telephone numbers for key personnel within Larkmead School and for external agencies are at Annexes C and D respectively.

3.3.5 The person in charge of managing the critical incident response (normally – but not necessarily - the senior person present) should ensure that a specific member of staff is briefed to meet the emergency services at the arranged arrival point. Remember that ultimately the police can take control, though in practice a partnership is more likely.

### **3.4 Larkmead School Critical Incident Documentation Checklist**

3.4.1 In an emergency, many demands are made on all involved. In order for people to cope effectively, it is helpful if information that will be needed is up-to-date and easily accessible. This will assist decision makers to concentrate on making unhindered decisions.

3.4.2 A checklist of information which is to be made available to key personnel for use in the event of a critical incident affecting Larkmead School, and the method and frequency at which it is to be checked for currency, is at Annex E.

### **3.5 Other Relevant School Documents**

3.5.1 The following school documents may need to be consulted in the event of a critical incident and are therefore included on the information checklist above.

- a. Emergency Evacuation Procedures.
- b. Emergency Closure of School.

### **3.6 Further Guidance**

3.6.1 This management plan has been prepared upon guidance provided by Oxfordshire County Council Children, Young People and Families (CYPF) Directorate.

3.6.2 Further guidance and assistance is available in the following OCC documents, which are included in the checklist of information to be retained for use in the management of a critical incident:

- a. Risk Management.
- b. Out & About with Oxfordshire 3.

### **3.7 Policy Review Process**

3.7.1 This policy will be reviewed every 3 years or earlier upon change of circumstances.

## **SECTION 4 - TYPES OF CRITICAL INCIDENT & IMMEDIATE ACTION TO BE TAKEN BY PERSONS AFFECTED**

- 4.1 In school/work based situation. Get inside a building and stay inside unless directed otherwise by the emergency services. Close all doors and windows and shut down external fans. If possible, tune in to a local radio station. Follow further advice as it is received. STAY CALM AND REASSURE OTHERS.
- 4.2 If an intruder is on site. Get inside a building and stay inside unless directed otherwise by the police. Close all doors and windows. Ring the police on 999 and request urgent assistance. Follow further advice as it is received. STAY CALM AND REASSURE OTHERS.
- 4.3 If an intruder gains entry to the building. Where possible move all people away from the danger. Leave the building if practicable and safe to do so. Ring the police on 999 and request urgent assistance. Follow further advice as it is received. STAY CALM AND REASSURE OTHERS.
- 4.4 If you see a fire or smoke. Activate the alarm. Evacuate the building safely. Call fire and rescue service on 999. Perform a headcount of your charges to check full evacuation. Follow further advice as it is received from the Fire & Rescue Service Commander. STAY CALM AND REASSURE OTHERS.
- 4.5 If an incident occurs when on school business (visits day trips etc) off site. Initiate "Out & About with Oxfordshire" emergency procedures, including the setting up of a 'Home Based Incident Centre'. For major incidents contact County Contact Officer on 01865 379789. STAY CALM AND REASSURE OTHERS.
- 4.6 If travelling when an incident is notified. Close vehicle windows and turn off fans. Stay inside the vehicle (unless the emergency services direct you otherwise). If possible, tune in to a local radio station. Follow advice or directions to emergency rest centres. Phone Larkmead School to inform them of your situation and whereabouts. STAY CALM AND REASSURE OTHERS.
- 4.7 If an incident occurs in the vicinity which affects Larkmead School (eg gas leak). Get inside a building and stay inside unless directed otherwise by the emergency services. Close all doors and windows and shut down external fans. If possible, tune in to a local radio station. Ring the police on 999 and request urgent assistance. Follow further advice as it is received. If asked to evacuate the area: collect emergency contact details for persons in your charge; where possible, secure the building; follow advice for evacuation. STAY CALM AND REASSURE OTHERS.
- 4.8 If a bomb is suspected. Check for suspect packages. Inform the police on 999. Open all doors and windows. Evacuate to at least 300 metres from the area of the suspect device. Await advice from the emergency services. STAY CALM AND REASSURE OTHERS.

## **SECTION 5 - MANAGERIAL ACTION TO BE TAKEN DURING AND AFTER A CRITICAL INCIDENT**

### **5.1 Initial Action (as soon as the incident is recognised)**

5.1.1 The senior member of staff available is to take charge of the situation quickly and firmly at the earliest opportunity, and is to contact the Headteacher (who will in turn initiate the emergency callout cascade at Annex B as necessary) as soon as possible.

5.1.2 Assess the situation. Do not further endanger yourself or other people. Delegate actions where necessary. Be very clear who is to be responsible for what.

5.1.3 Take steps to ensure the problem does not escalate or involve other students or staff e.g. lock doors, evacuate buildings, call emergency services.

5.1.4 Arrange for immediate first aid where appropriate.

5.1.5 Send or call for immediate appropriate help e.g. emergency services. Nominate a specific person to do this and give clear specific instructions about where to go and who to contact.

5.1.6 Evacuate if necessary with casualties until professional help arrives.

5.1.7 Make sure a responsible adult accompanies any injured child to hospital, and that you know to which hospital they are being taken. Keep a written record.

5.1.8 Accurately check and record the identity and numbers of persons involved.

5.1.9 Make sure any medical information available travels with any casualties. Under these circumstances you should not assume the role of the parent.

5.1.10 Make sure others are safe and are all accounted for. Keep them informed of what is happening.

### **5.2 Post-Incident Action (immediately after the incident)**

5.2.1 Do not discuss the incident or accident with parents, media or the public. Do not release any names of children involved to anyone but the police or the emergency services.

5.2.2 Get help to record who witnessed the incident and what they saw.

5.2.3 Do not admit liability or offer any commitment to pay compensation or damages.

5.2.4 Do not speak to the press without advice and approval from the Headteacher or a senior OCC CYPF officer. If permission is given, give only the facts, preferably in a prepared or written statement. Do not answer questions. Do not express opinions.

### **5.3 Immediate Action (within hours of the incident)**

5.3.1 Gather facts; aim to dispel rumour or speculation.

5.3.2 Establish School Recovery Team; to include Headteacher, Chair of Governors and other key personnel.

5.3.3 Arrange a Planning meeting: to include the School Recovery Team, support personnel (CYPF Directorate and other support and enforcement agencies) as soon as possible. Decide priorities for action; establish telephone and communications links and media contact (see Media Tips at Annex F); set up incident logs (template for photocopying at Annex G); clarify who is in charge of managing the overall situation; allocate duties for specific tasks (see below).

5.3.4 Contact families and log contacts made: priority for those staff, volunteers and pupils directly involved. Task continues until all informed. Ensure the person contacting families is well-informed and supported. NB Contact may need to be face-to-face; support or enforcement agencies may need to be present alongside the establishment's representative to meet next of kin. You may need to prepare a brief statement for contacts made by telephone. The CYPF Property & Assets or Emergency Planning Unit can help to arrange a suitable venue or transport.

#### **5.4 Short-Term Action - (same day, if possible, and only if safe to do so)**

5.4.1 Directly Involved Staff. As appropriate, arrange for staff directly involved to meet with enforcement agencies (Police, Fire, Health and Safety Executive and or Environmental Health); if possible, have a representative from the establishment's management and relevant Trade Union / Professional Association attending. Consult enforcement agencies about what information may or may not be released to the media, parents, governors etc.

5.4.2 All Other Staff. Call meeting for all staff (include regular volunteers as appropriate). Give facts about the incident; aim to dispel rumour. Give information about support available or planned. Plan with staff how and what they may tell other people and pupils about the incident.

5.4.3 Support Agencies. Arrange for staff and volunteers directly involved to meet with the relevant support agencies (plan psychological support / assess need for counselling).

5.4.4 Pupils not Directly Involved. Inform pupils not directly involved if possible in small or familiar class groups, with known teacher, helped if necessary by another staff member or support agency if available.

5.4.5 Pupils Directly Involved. Enforcement agencies may need to interview pupils directly involved (i.e. witnesses or victims). Ensure pupils are accompanied by a parent, or – with parental consent – by a senior establishment representative known to the pupil.

5.4.6 Arrange for pupils directly involved to meet with a representative from a support agency with a known member of staff. Enforcement agencies and support agencies may wish to negotiate a joint interview with pupils.

5.4.7 Review and Forward Planning. Review actions taken and forward planning with establishment's management, CYPF Directorate and relevant support agencies. Ensure incident logs (Annex G) are being kept by those delegated specific tasks. Aim to maintain establishment routines as far as possible.

## **5.5 Medium and Long-Term Action - (next few days/weeks; and planning for the next few months)**

5.5.1 Consult support agencies to help identify and support vulnerable or high-risk pupils, volunteers and staff (special needs; history of psychiatric / psychological problems; involvement in a similar or equally traumatic incident; lack of social and emotional support).

5.5.2 Support agencies may offer group or individual work with staff, volunteers and parents.

5.5.3 Promote and facilitate discussion with pupils in class / tutor groups; establishment staff may wish to seek help for this from support agencies. Plan for preparation and discussion about follow-on events (e.g. funerals; inquests; inquiries; court proceedings etc.).

5.5.4 Plan a special assembly (within days) or memorial service (weeks to months as appropriate); consult next of kin and liaise with the relevant religious and cultural groups.

5.5.5 If appropriate, arrange hospital visits, home visits, messages from staff and pupils to those directly affected. Maintain contact with staff, volunteers and pupils directly affected. Maintain contact with staff and pupils not yet able to return; and with next of kin. Plan for return of belongings.

5.5.6 Decide on attendance at funerals; inquests; inquiries etc. as they are being planned. Consult parents about pupils' attendance; accompany pupils if appropriate. Arrange staff cover or release as appropriate.

5.5.7 With help from support agencies, organise treatment; rehabilitation and return to establishment for staff, volunteers and pupils directly affected. Modify workload, and curriculum demands if appropriate, as necessary. Prepare peers for significant changes in returning staff, volunteers or pupils. Aim for return to familiar routines as soon as possible.

5.5.8 Continue monitoring reactions of staff, volunteers and pupils and anticipate possible "trigger" events (e.g. inquests, birthdays). Consult support agencies and parents of pupils to identify possible need for groups or individual treatment / counselling. Arrange appropriate referrals for treatment as necessary.

5.5.9 Plan for commemoration of victims as appropriate; consult with parents and with religious, cultural or community groups.

5.5.10 Plan ahead for first anniversary of the incident. Anticipate the possible return of emotional reactions and support staff, volunteers and pupils accordingly; consult and seek help from support agencies if necessary.

5.5.11 Review and revise the establishment's Critical Incident Management Plan.

## **SECTION 6 - SOCIAL AND EMOTIONAL SUPPORT IN THE EVENT OF A CRITICAL INCIDENT**

### **6.1 How can staff cope; and who can help them?**

6.1.1 Be kind to yourself, and be honest with yourself about your own reactions. If you feel overwhelmed by events, seek support. Do not feel pressured into supporting other people (including pupils) when you feel unable to do so.

6.1.2 In the event of a major incident affecting an educational establishment or its local community, the County Council Contact Officer would alert the appropriate agencies to co-ordinate social and emotional support for those affected.

6.1.3 Remember that help and advice can be available from the Directorates (Educational Psychology, Education Social Work, and Pre-School Teacher Counsellor Services) and from the County Council's Occupational Health Service. They may be able to advise about further referral for more specialised help.

### **6.2 Who may need help?**

6.2.1 A major traumatic incident creates 'ripples' that may affect a wide range of people: from those directly affected and witnesses, their relations, close friends and colleagues, those involved in managing the incident, to members of the local community (who may offer help, or who may share the same sense of loss or shock).

6.2.2 Remember that pupils with special needs, people with a history of psychiatric and psychological problems, those already experiencing relationship difficulties, and people who have experienced past traumatic events may be particularly vulnerable.

6.2.3 Knowledge of the social groupings that are important to staff, volunteers and pupils and knowledge of community networks will be invaluable in both helping to identify potentially vulnerable people and in identifying natural sources of mutual support. Support agencies will find it helpful to draw upon your local knowledge in this way.

### **6.3 What reactions might we notice?**

6.3.1 Individual reactions to bereavement and traumatic loss will vary in intensity, duration and in the ways that feelings are expressed. Generally, though, the normal grieving process has recognisable phases:

SHOCK:	Disbelief/Numbness/Detachment
↓	
DENIAL:	Expecting return of dead person/Sensing dead person's presence
↓	
AWARENESS:	Pining/Anxiety/Anger/Guilt/Depression/Emptiness
↓	
ACCEPTANCE:	Gradually re-building life and relationships/Moving on in own life

6.3.2 Often, acceptance *begins* to develop *after* the first anniversary, which may trigger a temporary return of some feelings and experiences.

6.3.3 Loss of concentration is a common feature of trauma or bereavement in both adults and children, and may affect individuals *over a period of about two years*. We often underestimate the duration of such effects, particularly in children and young people.

6.3.4 Young children will often express their emotions physically (e.g. become prone to infections, disturbed sleeping or eating patterns), or through their behaviour (e.g. nail-biting, bedwetting, clinging, fear of separation or the dark). They may appear to regress in their development for a period of weeks; and may need to enact the incident through play (sometimes repetitive).

6.3.5 Talking – or listening to others talk – generally helps; though people will vary in their readiness and willingness to do so. Children and some young people may need help to identify the feelings they are experiencing; and may need reassurance that what they are feeling is “normal in abnormal circumstances”.

## **SECTION 7 - USE OF LARKMEAD SCHOOL PREMISES IN A CIVIL EMERGENCY**

7.1 Occasionally there are emergencies that require members of the community to leave their homes and be temporarily accommodated in a place of safety. Examples might be floods, chemical releases or risk of an explosion.

7.2 In these eventualities, it is the responsibility of the local authority to find somewhere for them to go where they can eat, sleep and rest for the maximum of a few days before going home or being accommodated in family groups elsewhere.

7.3 These rest centres are often set up in secondary schools, as they have the basic facilities required. For example they have fully equipped kitchens, a combination of large rooms for use as communal spaces and small rooms where people can be quiet (useful for such purposes as baby feeding, crèche, advice areas and religious observance). However, for small incidents primary schools may be used. If Larkmead School is required as a rest centre a Senior Officer in the OCC Directorate, (Property & Assets Team) will contact the school office (in school hours) or a keyholder (out of hours) to ask to gain access to the school.

7.4 OCC Social & Healthcare, together with the Emergency Planning Unit, and supported by a number of voluntary agencies, will run the rest centre.

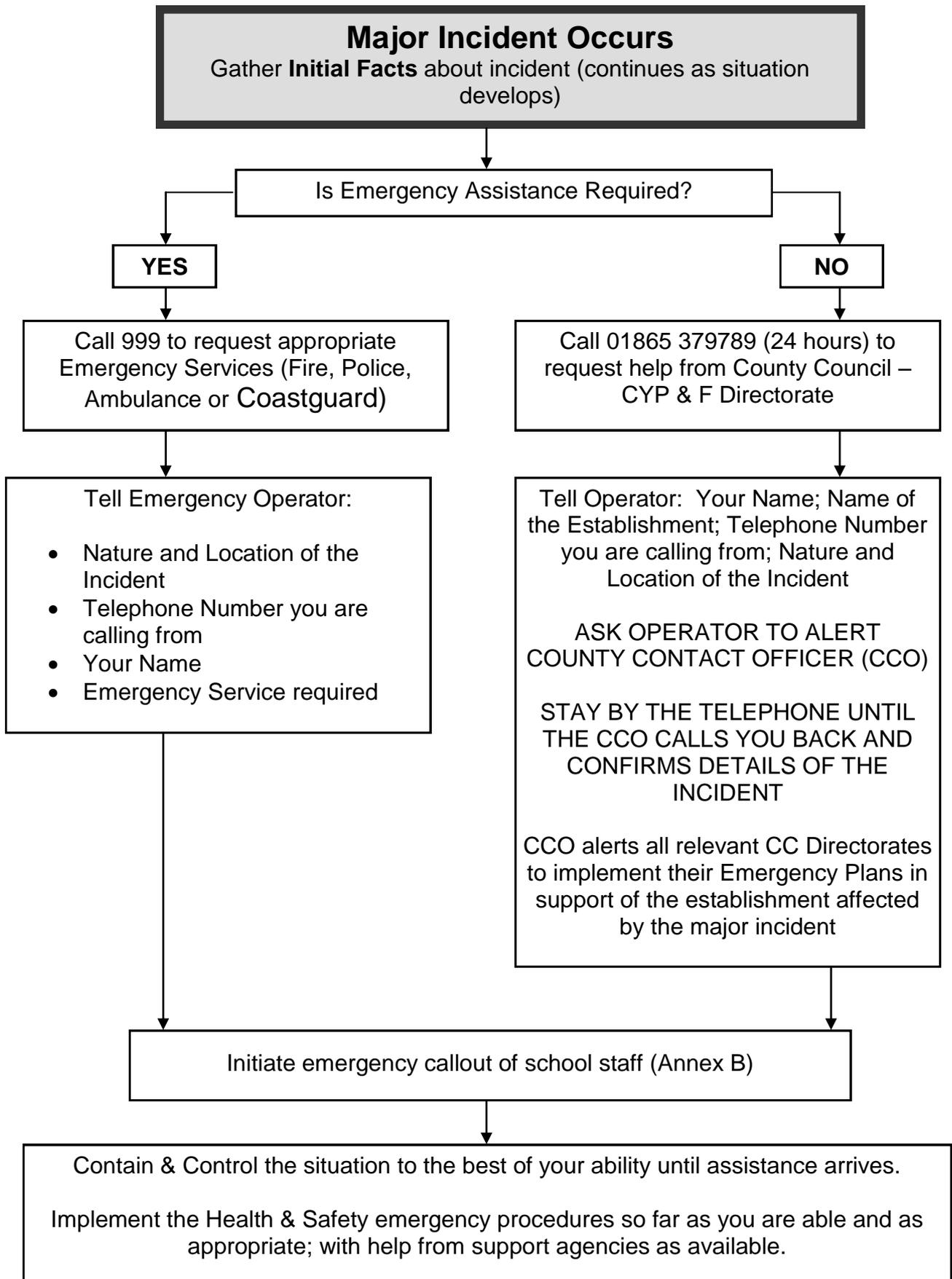
7.5 The rest centre management may require some support from the Site Manager in order to find the necessary equipment and furniture, and to control access to rooms etc.

7.6 In general, however, the school staff's focus will be on finding a way to ensure that the business of the school is as little disrupted as possible. All costs incurred by the school as a result of being used as a rest centre are reimbursed by the County Council.

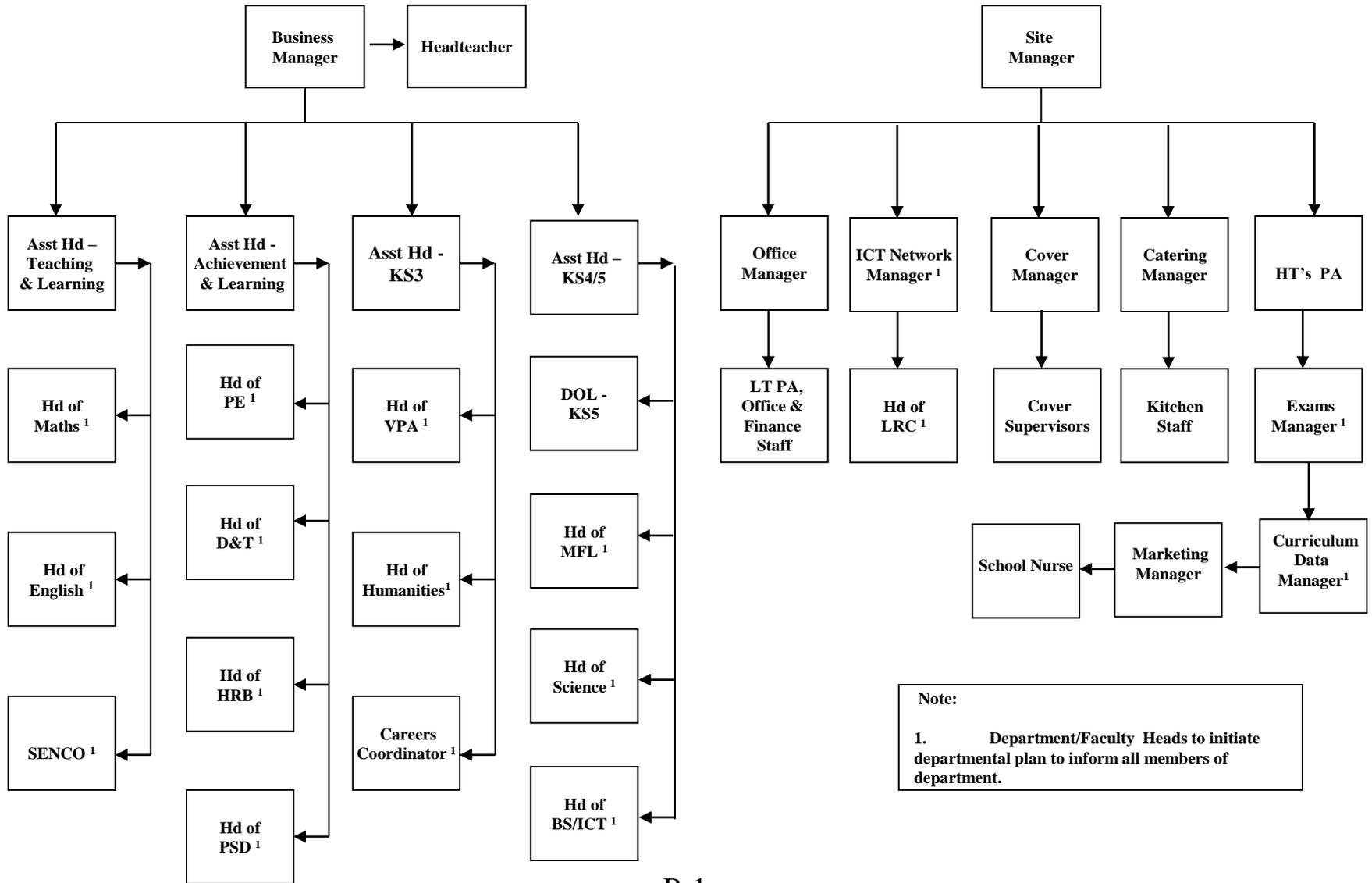
7.7 The following key issues are to be considered in the event of a rest centre being established in Larkmead School:

- a. The effect of being excluded from the premises for a number of days. Would it be more appropriate for pupils to stay at home for the duration?
- b. Authorities to be informed of these arrangements.
- c. How to ensure that parents/carers are kept informed of the arrangements.
- d. Prioritisation of tasks to be carried out by the school during the time of the rest centre (i.e. what doesn't need to be done).
- e. What additional resources (material and human) may be needed in order to re-establish normality as soon as possible.

# LARKMEAD SCHOOL – EMERGENCY FLOW CHART



# LARKMEAD SCHOOL – EMERGENCY PLAN TELEPHONE TREE



**Note:**  
 1. Department/Faculty Heads to initiate departmental plan to inform all members of department.

# LARKMEAD SCHOOL EMERGENCY TELEPHONE CONTACTS

**Emergency Service (Fire, Police or Ambulance):** 999  
**County Council Emergency Contact No:** 01865 379789

## Larkmead School Emergency Personnel

Appointment	Name	Tel No (Daytime)	Tel No (Out of Hours)
Site Manager (Keyholder)	Mr John Kendrick		
Headteacher (LT)	Mr Chris Harris		
Asst HT Teaching & Learning	Mr Rich Evans		
Asst HT Achievement & Learning	Mr Ed Carlin		
KS4/5 Co-Ordinator (LT)	Mr Lionel Crowe		
KS3 Co-Ordinator (LT)	Mrs Liz Watkins		
Business Manager (LT)	Mr Graham Seymour		
Chair of Governors	Dr David Lever		
Head's PA	Ms Katie Sillence		
Office Manager	Mrs Deb Healy		
Attendance Officer	Ms Lorraine Carter		

Note: All external numbers should be prefixed with '9' for outside line from the school telephone network.

## **EXTERNAL EMERGENCY TELEPHONE CONTACTS**

### **During Office Hours**

OCC Property & Facilities:	0808 156 6659
OCC Health & Safety Team:	03300 240849
Human Resources:	01865 797588
Directorates Media Representative:	01865 815619

### **County Council Services:**

Occupational Health Service:	01865 415500
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### **Health Trust Services:**

School Health Nurse:	01235 205739
Public Protection Team (Public Health):	01865 456680

### **Health & Safety:**

Health & Safety Executive (HSE):	01256 404000
Critical Incident Centre (HSE):	0845 3009923
Environmental Health Officer:	01235 520202

### **Main School Contractors**

Electricity:	0845 7708090
Gas:	0845 6070615
Water:	0845 9200800

**OCC Emergency 24 Hour Telephone Number      01865-379789**

## LARKMEAD SCHOOL CRITICAL INCIDENT DOCUMENTATION CHECKLIST

The following information is to be held within the school (by the Headteacher's PA) and duplicated off site to be held by the HT. The information is to be updated at the frequency shown and revisions distributed to the information holders.

Ser	Item	Means of Update	Frequency of Update	To be updated by
1	Larkmead School Critical Incident Management Plan	Full or partial review	Annually or as a result of evaluation after implementation	Business Manager
2	Names, addresses and phone numbers of emergency contacts (eg parents, partners or carers) of all staff and pupils, and contact details for all staff. Student details to include medical information where appropriate.	Using reports from SIMS.net	Within 1 <sup>st</sup> week of each new school term	Office Manager
3	Contact details for key emergency personnel with OCC (Annex D)	Verify against OCC records (intranet)	During the last week of each school term or as changes are notified	Business Manager
4	Contact details for Larkmead School key personnel (Annex C)	Verify against master records (SIMS.net)	During the last week of each school term or as changes are notified	Business Manager
5	Contact details for contractors used by the school (Annex D)	Verify against master records	During the last week of each school term or as changes are notified	Site Manager
6	Bus/coach lists	Verify against OCC records	During the last week of each school term or as changes are notified	Office Manager
7	OCC Guidance Document "Out & About with Oxfordshire"	Verify against OCC intranet	During the last week of each school term or as changes are notified	Business Manager
8	OCC Guidance Document "Risk Management"	Verify against OCC intranet	During the last week of each school term or as changes are notified	Business Manager
9	Larkmead School	Full or partial review	Annually or on	Business Manager

	Emergency Evacuation Procedures		change of procedures	
10	Emergency Closure of Larkmead School in Bad Weather	Full or partial review	Annually or on notification of change by bus company/OCC	Business Manager

## **DEALING WITH THE MEDIA - TIPS**

### **General**

1. In the first instance the Headteacher (or his/her deputy) or other member of the Leadership Team (LT) should deal with the media where necessary, or should nominate a suitable representative. In the absence of a member of the LT the senior appointment available is to undertake this role.
2. In the event of unwelcome or intrusive media attention following an emergency, the County Council's Public Relations or the Directorate's Media Representative would give advice or support; and may act as the media liaison contact. An extract from 'Dealing with Media: Advice for Schools' is included in the following paragraphs.
3. Please ensure you are familiar with the procedure for alerting the media in the event of a need to rapidly communicate information to parents/carers. The current arrangements and media contact details are available on the intranet.
4. In the event of a major incident the County Council will use the Emergency Information Centre (EIC) to manage communications between schools and parent/carer etc. If for any reason it is not possible to operate from the centre of Oxford contingency plans are in place to operate the EIC from the Emergency Planning Unit at Woodeaton.

### **Responding to Calls from the Media**

5. Make a clear note of the enquiry, the caller's name and organisation, and any deadline they may have. If the caller is from a radio station or TV station, check whether the interview will be recorded live.
6. Find out when the item you have helped with is likely to be published/broadcast. If they think you'll be checking there is every incentive for them to be careful with the story.
7. Ask for time. Don't feel pressured into saying anything until you have a clear idea of precisely what you wish to say. Reporters will often (and genuinely) plead urgency. You can still demand a few minutes and promise to call back.
8. Note down the main points you wish to make before you call back.
9. Ring back when you said you would. If not, they'll get a better story from someone else and you will have lost control.
10. Never be afraid to say you don't know, or that you cannot disclose the information being asked for (e.g. if it concerns confidential information; or a matter that might be subject to legal proceedings). Far better to say too little than too much.
11. Keep calm and keep control. Reporters need your co-operation now and in the future and are unlikely to be hostile.

### **Before an interview**

12. Check whether the interview is to be recorded or broadcast live.
13. Ask whether you are the only person being interviewed, or if it will be a group discussion. If the latter, ask who else will be involved.
14. Find out which programme the interview is for.
15. Ask what the first question is likely to be.

### **During an interview**

16. Answer questions clearly and concisely. Stick to the point. Avoid drifting into related, supplementary issues unless asked.
17. Do not answer a question if you cannot, or do not wish to; if this is the case, give a reason.
18. Avoid technical or bureaucratic language and jargon. It sounds pompous and excludes the listeners.
19. Explain briefly and simply. Assume you are talking to an intelligent person, but someone who does not know your subject. That way you should cover the necessary ground economically but without talking down to listeners. Use your personal experiences in a lively manner. For example, "I would consider this a very serious..." or "In my experience...".
20. Have a note of important points/relevant statistic to remind you.
21. End your interview in a positive way by outlining either a specific plan to deal with the particular issue under discussion, or a general intention to continue working hard on behalf of the library/school/community/pupils etc.
22. At all times, try to sound calm and confident, even if you don't feel it. You are there because you know something, which other people would like to hear about

### **After the interview**

23. Do not ask for the interview to be played back unless there is a very good reason.

## LARKMEAD SCHOOL CRITICAL INCIDENT LOG SHEET

A copy of this log **must** be kept for the incident file: it may form valuable evidence.

**Name of Establishment:**.....LARKMEAD SCHOOL.....

**Person compiling this log (print name):**.....

**Signature:**.....

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**Date:**

**Time:**

**To:**

**From:**

**Tel:**

**Email:**

**Mobile:**

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### MESSAGE

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### ACTION

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Log sheet copied to (please tick when done):

Head of Establishment	<input type="checkbox"/>
Directorate	<input type="checkbox"/>
Incident File	<input type="checkbox"/>