

**JOHN SPENDLUFFE  
TECHNOLOGY COLLEGE**



**CRITICAL INCIDENT  
POLICY**

# CRITICAL INCIDENT MANAGEMENT POLICY

## Introduction

The handling of a crisis is a normal part of College life, but some incidents are of a critical, more overwhelming nature, and sadly in recent years incidents, previously deemed unthinkable, have occurred in Colleges in the UK.

This policy is our College's contingency plan designed to provide a framework for handling a critical incident. The formulation of this policy is intended to clearly define the roles, responsibilities and procedures to follow, for College staff dealing with such an incident. Each critical incident is unique, and it is not possible to plan for every eventuality, but similarly each critical incident can be shocking and disorientating so a prepared procedure is essential to ensure that the College's reaction is effective and efficient.

The details contained within this document will form the basis of the College's approach to such a crisis.

Co-ordinated support will be available to the College from the LEA, and it will be practical to contact the LEA immediately.

If the incident involves the police, they will take control of certain management issues.

**A Critical Incident Management Team** will comprise the following staff:-

Headteacher  
Deputy Headteachers  
Members of Leadership Team  
Chair of Governors  
Premises Manager

Potential incidents that could affect John Spendluffe Technology College are considered to be: -

- i) Fire/flood
- ii) Health risk – outbreak of contagious illness/disease like meningitis
- iii) Major arson attack
- iv) Fatal road traffic accident
- v) Serious injury on out of College visit
- vi) Computer failure – e.g. risk of virus/hacker/parasite invasion from internet with additional implications for data protection
- vii) Death of a pupil or member of staff
- viii) Natural disaster within the community
- ix) Consequences of terrorist or criminal activity
- x) Civil unrest within the locality
- xi) Escaped/Dangerous Person/Animal in the locality
- xii) Pollution or Chemical Release
- xiii) Hostile Intruder/Intruder on Site

Appendix 1 contains an emergency contacts list – this will be reviewed annually and updated where necessary.

The College's reaction to a critical incident can be divided into the following categories:

- a) Immediate action
- b) Short term action
- c) Medium term action
- d) Longer term action

## **IMMEDIATE ACTION – i.e. within hours of the incident occurring**

1. Obtain and collate information relating to the incident – uncertainty breeds rumour and accurate information is essential;
2. Gather and brief the CIMT (Critical Incident Management Team) – brief the team, allocate roles and responsibilities;
3. Trigger support from the LEA and other contacts on emergency list – establish clearly who is going to contact whom;
4. Set up an incident management room and dedicated phone line – to deal with calls from anxious parents etc. CIMT should agree a factual statement and avoid speculation;
5. Contact families affected – must be done quickly and with sensitivity. Consistency of information is vital. It may be appropriate for families to come to College and immediate emotional support could be a possibility;
6. Make arrangements to inform other parents – may need to take advice from LEA, especially if there is the possibility of legal liability. CIMT may wish to send a letter to parents, or prepare a leaflet.
7. Inform teaching and other College staff – staff need to be cautioned about talking to the media or responding to questions from reporters. It is vital that all staff in contact with pupils are kept well informed and feel secure in handling comments or questions from pupils.
8. Inform pupils – can be done in small or large groups depending on which is most appropriate. Care needs to be exercised to protect both children and adults closely involved in the incident. It is important that children receive a consistent account of the incident allowing for differences in their ability to understand.
9. Encourage people involved to talk – the incident may need to be discussed before children go home for the day, for both pupils and adults.
10. Deal with the media – most important to seek advice from County Office before agreeing to speak to or be interviewed by the media. If this is not an option then an agreed text for release should be prepared by the CIMT and a designated spokesperson briefed and prepared to respond on the College's behalf.
11. Devise a plan for handling the reactions and feelings of people affected – the most common reactions will include denial, distress, guilt, anger and helplessness. CIMT need to consider outside professionals to support and debrief staff and pupils affected by the incident. Those providing support also need support. At this point the CIMT will need to plan their short term reaction to the incident.

The Emergency Evacuation Point for JSTC is Alford Primary School, however, if emergency services issue an increased evacuation zone then it would be Alford Corn Exchange (Market Place, Alford). For Alford Primary School the evacuation zone would be the Church Hall, Alford.

## SHORT TERM ACTION – the next stage

1. Reunion of children with their families – especially where the incident occurs outside the College. Mostly children will need to be brought home, but sometimes parents and families need to visit the scene of the incident to understand how to deal with repercussions in terms of children's fears etc.
2. Managing staff – support needs organising for all staff, preferably from within the College, but using outside agencies if appropriate. Staff monitoring should be a priority, even members of the CIMT. If a crisis persists over many hours staff become tired, weary and upset and this affects their powers to make sensible decisions.
3. Encourage pupils to talk – activate strategies for enabling young people to talk about the incident, and their feelings, using outside agencies if appropriate. Staff will need briefing about ways to help the children affected by the incident, and how to identify patterns of behaviour etc. This may have implications for the wider curriculum i.e. training in bereavement counselling for staff, provision of a range of books, Topic areas for house assemblies and tutor periods.
4. Debriefing meeting – it may be appropriate to hold a debriefing meeting for staff, children and parents to:
  - I) clarify what has happened
  - II) allow for sharing reactions
  - III) reassure people that reactions are normal
  - IV) mobilise resources e.g. parental support groups

An experienced person, possibly someone from outside the College community, should lead this meeting.

5. Formal and informal recognition of rituals – it is important to remember to express sympathy to families of the hurt or bereaved. Visits to children/staff in hospital. Pupils may wish to send cards and letters. The College may also need to consider attendance at funerals, and/or the desirability of holding special assemblies or memorial services. Anniversaries are also key times when support and sensitivity are required.
6. Re-establishing routines – every attempt should be made to provide continuity for the children. The return to College of staff or pupils directly affected by the crisis will need to be managed carefully and with sensitivity but the re-establishment of routine is an important stage in emotional recovery.

## **MEDIUM TERM ACTION**

1. Return to College for staff or children after long absence – reintegration will need to be planned carefully, and may involve home visits prior to return, part time attendance initially, reducing workloads, putting in place mentoring process etc.
2. Consulting professionals – consideration should be given to consulting the Educational Psychology Service for support and guidance, especially to help those showing unusual or prolonged reaction to the incident.
3. Keeping parents informed – it may be appropriate to produce a leaflet for parents giving guidance on the possible delayed reactions of children to an incident and making suggestions to help them deal with these.
4. Support for staff – ongoing monitoring and support for staff is a major consideration. CIMT especially will not be immune to reaction from their ordeal.

## **LONG TERM ACTION**

Monitoring the vulnerable – the effects of a crisis can reverberate for years, and it is especially important that new staff and children are briefed in the College's history to help them understand and deal with potential repercussions especially at anniversary times.

Marking anniversaries – these difficult times need to be treated with sensitivity. Some suggestions for Colleges to mark anniversaries are by annual concerts, memorial services, memorial prize giving ceremonies, memorial gardens etc ...

Legal processes – the length of time taken over some legal processes can prolong the recovery process following a critical incident. CIMT may need to plan for this especially where staff may be involved attending legal processes, and facing extended emotional trauma.

Curriculum implications – it may be appropriate to schedule INSET training for staff in loss counselling, bereavement etc.

## **CONCLUSION**

The prime objective, shared between the College and LEA, is to serve the best interests of pupils and staff in coping with an incident, collectively and individually. College's who have made contingency plans for responding to a critical incident are likely to cope better and recover more fully.

This policy has been compiled to provide guidance, in the hope that it will never be necessary to refer to it in the context in which it has been written. It is impossible to plan for every eventuality and by their nature; critical incidents will disorientate and overwhelm those involved. A format for a whole College response to such an incident will provide focus for those with whom the responsibility will rest.

### *Useful Additional Reading*

- |  |   |
|--|---|
| 'Wise before the Event'  | by William Yule and Anne Gould  |
| 'Grief in Children'  | by A Dyregrov   |
| 'On the Death of a Child'  | by C Hindmarch  |
| 'The Forgotten Mourners'   | by M Pennells and S Smith   |
| 'Helping Children cope with grief'                                 | by R Wells  |
| Video – 'The morning I went to College'                            | available from Sue Smith, Social Work Dept,<br>Northampton Gen Hospital |
| 'Death and Loss – compassionate approaches in the classroom'       | by O Leaman   |
| 'Good Grief 1 – exploring feelings, loss and death for under 11's' | by B Ward and Associates  |

## **QUICK REFERENCE ACTION SHEET 5**

As part of the emergency plan, this list of contacts should be obtained as a matter of course. Telephone numbers can be added to this page and the whole list MUST be updated regularly and frequently.

As a matter of urgency there will be a need for emergency telephone lines. Contact the Civil Protection Unit for Lincolnshire who is able to make these arrangements with British Telecom. Sections not complete are contacts known locally to you.

<b>Contact</b>	<b>Name/Area</b>	<b>Telephone</b>
A&E & Urgent Care Centres at Local Hospitals	Lincoln A&E Skegness Hospital Skegness Urgent Care Louth Urgent Care	01522 512512 01754 762401 Main 01754 613504 Urgent Care 01507 600100 Ext 1223
Alford Police Station	Alford (not 24 hours)	01507 462222
Chair of Governing Body	Liz Ramm	01507 464963 07597 965458
Chief Executive Lincolnshire County Council	Debbie Barnes	01522 553200
Child/Family Psychiatry & Counselling Service	CAMHS, Louth	01507 606843
College Nursing Team	Spilsby	01790 752609
East Midlands Ambulance Service (EMAS)	Control Room	999
Environment Agency	General Enquiries	03708 506506
	Incident Hotline	0800 807060
	Floodline	0345 988 1188
Executive Director of Children's Services LCC	Heather Sandy	01522 553200
JSTC's Solicitors: Stone King	Roger Inman	01223 612076
	Christopher Jones	01225 326758
	Joanna Lake	01223 612083
LCC Safeguarding / Child Protection Social/Children's Services Out of Hours	Lincoln – office hours	01522 782111
	Emergency/out of hours	01522 782333
LCC Safeguarding / Child Protection	Ruth Fox Nicola Brangam	01522 554695 01522 554674
Lincolnshire Centre for Grief and Loss	Lincoln	01522 546168
<b>Lincolnshire Civil Protection Unit – Emergency Planning</b>	<b>Working Hours</b> <b>Out of hours</b>	<b>01522 582220</b> <b>01522 888111</b>
Lincolnshire Fire and Rescue	Control Room	999
Local Religious Groups: Priest in Charge, Alford Group of Churches	Revd Ros Latham	01507 464859
	Jen Cooper (office)	01507 464855
PCSO Barnaby Prince	Alford	07973 847267
Police	Control Room	999 non emergency 101
	Non Emergency Number	0300 111 0300
Press Contacts – Skegness Standard	Chrissie Redford; Editor Email:	07774 326173 chrissie.redford@jpress.co.uk
The Samaritans	Free from any phone	116 123

The County Emergency Planning Unit should be used to mobilise wider responses.

The 01522 888111 number (Emergency Planning Officer) will connect to the Fire and Rescue control for out of hours emergencies. Ask them to inform the duty officer of the nature of the emergency and leave a number for a return call.

# COPING WITH EMERGENCIES 1

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## QUICK REFERENCE ACTION SHEET 1

**Guidance for group leaders on out-of-College activities**

**There has been a major incident**

**Instruct all colleagues to record their actions as soon as possible**

*ALLOCATE KEY RESPONSIBILITIES - as outlined by the emergency action cards*

### **INFORM**

- Obtain facts and information
- Call the emergency services using 999
- Retain any relevant equipment
- Inform senior College staff
- Contact health and safety representatives
- Request assistance on site as necessary
- Prepare to deal with the media

**ADULT 1 – INFORMS**

**1. Group Leader**

### **SAVE**

- Administer first aid where possible
- Establish a contact point with the emergency services
- Travel with casualties to hospital
- Complete accident forms

**ADULT 2 – SAVES**

**Nominated adult should be as named as on risk assessment sheet (First Aid)**

### **CARE**

- Call other assistance as necessary
- Keep a record of witnesses
- Keep others informed of the situation
- Ensure staff and pupils do not use telephones until the situation is under control and all necessary information has been passed onto the head of establishment and Emergency Liaison Officer or other County Council Officer.
- Consider abandonment of activity
- Arrange for non casualties to return to College
- Remain available to emergency services and supervising colleagues

**ADULT 3 – CARES**

**As nominated on risk assessment.**

**MAINTAIN VITAL COMMUNICATIONS WITH COLLEAGUES AT ALL TIMES**

# COPING WITH EMERGENCIES 2

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## QUICK REFERENCE ACTION SHEET 2

**Guidance for senior staff on hearing of a major incident affecting an out of College activity.**

**There has been a major incident**

**Instruct all colleagues to record their actions as soon as possible**

*ALLOCATE KEY RESPONSIBILITIES - as outlined by the emergency action cards*

**INFORM**

- Obtain facts and information
- Ensure emergency assistance has been called
- Confirm who is in charge
- Contact Headteacher/senior staff
- Contact Emergency Liaison Officer
- Contact Chair of Governors
- Contact LEA representatives
- Contact other staff
- Prepare to deal with the media

**ADULT 1 – INFORMS**

1. **Headteacher**
2. **Deputy Headteachers**
3. **Progress Leaders**

**CARE**

- Decide who and how to tell parents of children on the visit
- Establish incident room
- Establish room for relatives
- Remain available to supervising colleagues

**ADULT 2 – CARES**

1. **If not used above  
Deputies then**
2. **Progress Leaders**

**MAINTAIN VITAL COMMUNICATIONS WITH COLLEAGUES AT ALL TIMES**

# COPING WITH EMERGENCIES 3

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## QUICK REFERENCE ACTION SHEET 3

Guidance for College staff in event of a major incident in College environs

**There has been a major incident**

**Instruct all colleagues to record their actions as soon as possible**

*ALLOCATE KEY RESPONSIBILITIES - as outlined by the emergency action cards*

### **INFORM**

- Obtain facts and information
- Call the emergency services using 999
- Retain any relevant equipment
- Inform rest of College staff and children as appropriate
- Contact Director of Education and Cultural Services (or their representative) – the Emergency Liaison Officer
- Contact Chair of Governors
- Contact health and safety representatives
- Prepare to deal with the media

### **ADULT 1 – INFORMS**

1. **Headteacher/Deputies**
2. **Heads PA**

### **SAVE**

- Administer first aid where possible
- Establish a contact point with the emergency services
- Travel with casualties to hospital
- Complete accident forms

### **ADULT 2 – SAVES**

1. **First aiders**

### **CARE**

- Keep a record of witnesses
- Keep others informed of situation
- Arrange for non casualties to evacuate College
- Care for relatives arriving at College
- Consider relocation to other premises
- Remain available to emergency services

### **ADULT 3 – CARES**

1. **Deputy Headteachers or Progress Leaders**

### **ASSIST**

- Keep others informed of situation
- Ensure alternative accommodation is available if needed
- Keep switchboard staff aware of known facts
- Help to establish incident room

### **ADULT 4 – ASSISTS**

1. **Director of Learning and Progress Leaders**

**MAINTAIN VITAL COMMUNICATIONS WITH COLLEAGUES AT ALL TIMES DO NOT ALLOW PUPILS TO TALK TO THE MEDIA UNLESS STAFF AND/OR PARENTS HAVE GIVEN PERMISSION**

## COPING WITH EMERGENCIES 4a

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### **QUICK REFERENCE ACTION SHEET 4a**

**Incident log for recording vital information in the event of a major incident**

Name.....Date.....Page.....of.....

DATE	TIME	EVENT Name and nature of incident	AGREED ACTION(S)

## **COPING WITH EMERGENCIES 4b**

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### **QUICK REFERENCE ACTION SHEET 4b**

#### **Recording vital information in the event of a major incident**

The following information should be recorded at any major incident.

- Who is reporting the incident?
- Where are they reporting from? (Telephone Number)
- What has happened?
- Where has the incident occurred?
- When did the event occur?
- Have the emergency services been summoned?
- Have they arrived?
- Have any other support services been summoned?
- Have they arrived?
- How many of the party are involved?
- What has happened to them?
- What is their condition?
- Where are the rest of the party?
- Who is with them?
- Where are the casualties to be taken?
- Who is accompanying them?
- Do they have a contact number?
- When will the next contact be made?
- If a crime has been committed, has the scene of crime been preserved as far as possible?



## APPENDIX 2 - EVACUATION

Signals	
Signal for fire evacuation	Fire Alarm
Signal for bomb evacuation	Fire Alarm followed by message to staff
Signal for all-clear	Loud Hailer – Message Delivered at Muster Point

Assembly points - fire evacuation	
Fire evacuation assembly point A	School Field
Fire evacuation assembly point B	Alford Primary School

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	School Field
Bomb evacuation assembly point B	Alford Primary School

If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g. buddy school or place of safety).

Pre-identified buddy school / place of safety / rest centre	
Name of premise	Alford Primary School
Type of premise	School
Contact name	Mrs Vicky Ross - Headteacher
Address	Hanby Lane Alford
Directions / map	Opposite John Spendluffe
Estimated travel time (walking, with pupils)	5 minutes

## APPENDIX 3 - LOCKDOWN

Signals	
Signal for Lockdown	Continual Beep Tone Through Fire Alarm System – Email to All Staff. Tone Will Continue Until Safe Condition Established
Signal for Lockdown Leading to Evacuation	Period of Silence After Continual Beep Tone Followed by Normal Fire Alarm to Signal Evacuation Required
Signal for Lockdown Lifted	Period of Silence After Continual Beep Tone Followed by A Short Burst Of Continual Beep Tone – Email to All Staff

Lockdown	
Rooms most suitable for lockdown	All blocks lockable
Entrance points (e.g. doors, windows) which should be secured	All blocks have lockable exists and entry
Communication arrangements	<ul style="list-style-type: none"> <li>▪ Two-way radios</li> <li>▪ Classroom telephones</li> <li>▪ Mobile phones</li> <li>▪ Instant messaging / email as appropriate</li> </ul>
Notes	Details of Reason for Lockdown will be shared with Staff where appropriate once Lockdown is over and Safe Condition established

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.

Ref'	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> <li>▪ Block access points (e.g. move furniture to obstruct doorways)</li> <li>▪ Sit on the floor, under tables or against a wall</li> <li>▪ Keep out of sight</li> <li>▪ Draw curtains / blinds</li> <li>▪ Turn off lights</li> <li>▪ Stay away from windows and doors.</li> </ul>	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

# APPENDIX 4 - BOMB THREATS

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+ **If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible.**

Time of call:

Telephone number you were contacted on:

.....

.....

Exact wording of the threat:

.....

.....

+ **Stay calm. Being cautious, and without provoking the caller, try to ask the questions below.**

Where is the bomb right now?

What will cause it to explode?

.....

.....

When will it explode?

Did you place the bomb? If so, why?

.....

.....

What does it look like?

What is your name?

.....

.....

What kind of bomb is it?

What is your telephone number?

.....

.....

What is your address?

.....

.....

+ **Try dialling 1471. You may get information on where the phone call was made from.**

Did dialling 1471 work?

Time the call ended:

.....

.....

+ **Contact the Police (999) and Headteacher / Deputy Headteacher immediately.**

+ **Carry out further actions based on Police advice.**

What gender was the caller?

- Male
- Female

Approximately how old was the caller?

Did the caller have an accent?

.....

.....

Did the caller use a codeword?

Did the caller sound familiar?

.....

.....

What sort of voice did the caller have?

- |                                    |  |                                     |
|------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Normal    | <input type="checkbox"/> Well spoken   | <input type="checkbox"/> Impediment |
| <input type="checkbox"/> Loud      | <input type="checkbox"/> Poorly spoken | <input type="checkbox"/> Stutter    |
| <input type="checkbox"/> Quiet     | <input type="checkbox"/> Deep          | <input type="checkbox"/> Lisp       |
| <input type="checkbox"/> Whispered | <input type="checkbox"/> High pitched  | <input type="checkbox"/> Slurred    |
| <input type="checkbox"/> Clear     | <input type="checkbox"/> Hoarse        | <input type="checkbox"/> Other      |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Nasal         |                                     |

At what pace did the caller speak?

- |                                 |                                |                               |
|---------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Quick | <input type="checkbox"/> Slow |
|---------------------------------|--------------------------------|-------------------------------|

What manner did the caller have?

- |                                   |                                     |                                    |
|-----------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Normal   | <input type="checkbox"/> Upset      | <input type="checkbox"/> Irritated |
| <input type="checkbox"/> Calm     | <input type="checkbox"/> Angry      | <input type="checkbox"/> Muddled   |
| <input type="checkbox"/> Excited  | <input type="checkbox"/> Rational   | <input type="checkbox"/> Other     |
| <input type="checkbox"/> Laughing | <input type="checkbox"/> Irrational |                                    |

Were there any distinguishable background noises?

.....

.....

Notes:

.....

.....

## APPENDIX 5 - SUSPICIOUS PACKAGES

Postal bombs or biological / chemical packages might display any of the following signs:

- Excessive wrapping
- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor hand writing, spelling or typing
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address.

The likelihood of a school receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: <input type="checkbox"/> Do not touch the package further <input type="checkbox"/> Do not move it to another location <input type="checkbox"/> Do not put the package into anything (including water) <input type="checkbox"/> Do not put anything on top of it.	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the Headteacher / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

If anyone is exposed to a potentially hazardous substance carry out the actions below.

Ref'	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
SP7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	

SP8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	



Lincolnshire Civil Protection Unit

# WHO ARE WE AND WHAT DO WE DO?

We are a team of specialist emergency planners located at Fire & Rescue Headquarters in Lincoln. We are committed to your safety and our aim is to activate, utilise and effectively employ local authority resources and expertise for your benefit and protection. Inside this leaflet you will find information that will enable you to be prepared for a major incident.

## HOW TO CONTACT US

If you require any further information about your Civil Protection Unit please contact us at the address below.



Civil Protection Unit, Lincolnshire Fire & Rescue Headquarters, South Park Avenue, Lincoln LN5 8EL Tel 01522 582220 Fax 01522 519318

## WHAT IS A MAJOR INCIDENT?

An emergency that requires one or more of the emergency services and could result from:

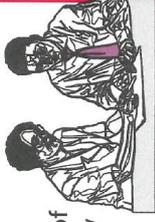
- Toxic chemical incidents.
- Air disasters.
- Rail crashes.
- Road accidents.
- Flooding.
- Oil pollution.
- Severe weather conditions.
- Fire and building collapse.
- Terrorist activities.
- Public stadia. (crowd related events)
- Disease epidemics.

## DISASTERS CAN AND DO HAPPEN

## WHO DOES WHAT?

### Civil Protection Unit:

Provide, maintain and update of emergency plans which identify appropriate local authority resources for the benefit and protection of the public and to ensure the continuation of normal services.



### Police:

The Police have a duty to protect life and property and have a major role in the co-ordination of emergency services and other organisations.



### Fire and rescue service:

Besides the Fire and Rescue role, the service is equipped to deal with chemical incidents and spillages.



### Ambulance Service:

Ensures that they are staffed by highly trained personnel for the treatment and care of injured people. Determine the priority evacuation of the injured.



### Voluntary Organisations:

Work closely with the all of the above offering a broad range of services and skills such as WRVS, RAYNET, St John Ambulance Brigade and the British Red Cross society.



# TOP TIPS AND HANDY HINTS



In the event of a major incident information will be broadcast from

television and local radio  
BBC Radio Lincolnshire . . . . .94.9 MHz  
Lincs FM. . . . .102.2 MHz

## Things you should do now

In the home:

- Make sure that you know how to make your gas, water and electric supplies safe.
- Make sure that you have adequate insurance.
- Keep a supply of spare batteries.
- Keep a supply of spare candles.
- Keep a reserve of tinned food.
- Have a torch at hand.
- Keep a large container for water storage.
- Keep and maintain a First Aid kit.

In the car keep:

- A torch and spare batteries.
- A container for fuel.
- An updated roadmap.
- A couple of blankets.
- A flask.
- A small shovel.
- A First Aid kit.
- Normal vehicle tools and spares.

## IF THERE IS A RISK OF FLOODING

1. Get hold of your emergency pack e.g. torch, batteries, candles, matches, camping, gas cooker, food and bottled water.
2. Protect doorways and low level air vents with sandbags or plastic bags filled with earth.
3. Turn off your electricity and gas supplies.
4. Move as much as you can above floor level to minimise flood damage.
5. If you are trapped by flooding, without communications, remain by a window to attract attention.

## IF A SEVERE STORM IS THREATENED

1. Tie down all items outdoors to minimise wind damage.
2. Stay indoors, preferably downstairs.
3. Clear window sills and close curtains to protect against flying glass.
4. If gas, water or electricity is cut off, contact the relevant service.

## CHEMICAL ACCIDENTS, TOXIC FUMES AND SMOKE

1. Stay indoors, shut all doors, windows and tune into your local radio station.
2. Switch off air conditioning or fans.
3. If you are outside, go to the nearest public building or shop.
4. Listen to loudspeaker or radio announcements and be ready to move if the area is to be evacuated.

Useful telephone numbers

- Doctor \_\_\_\_\_
- Gas \_\_\_\_\_
- Electricity \_\_\_\_\_
- Water \_\_\_\_\_
- Plumber \_\_\_\_\_
- Roofer \_\_\_\_\_
- Glazier \_\_\_\_\_
- Insurance: .....
- Policy number .....
- Others \_\_\_\_\_

**KEEP THIS LEAFLET IN A SAFE PLACE**



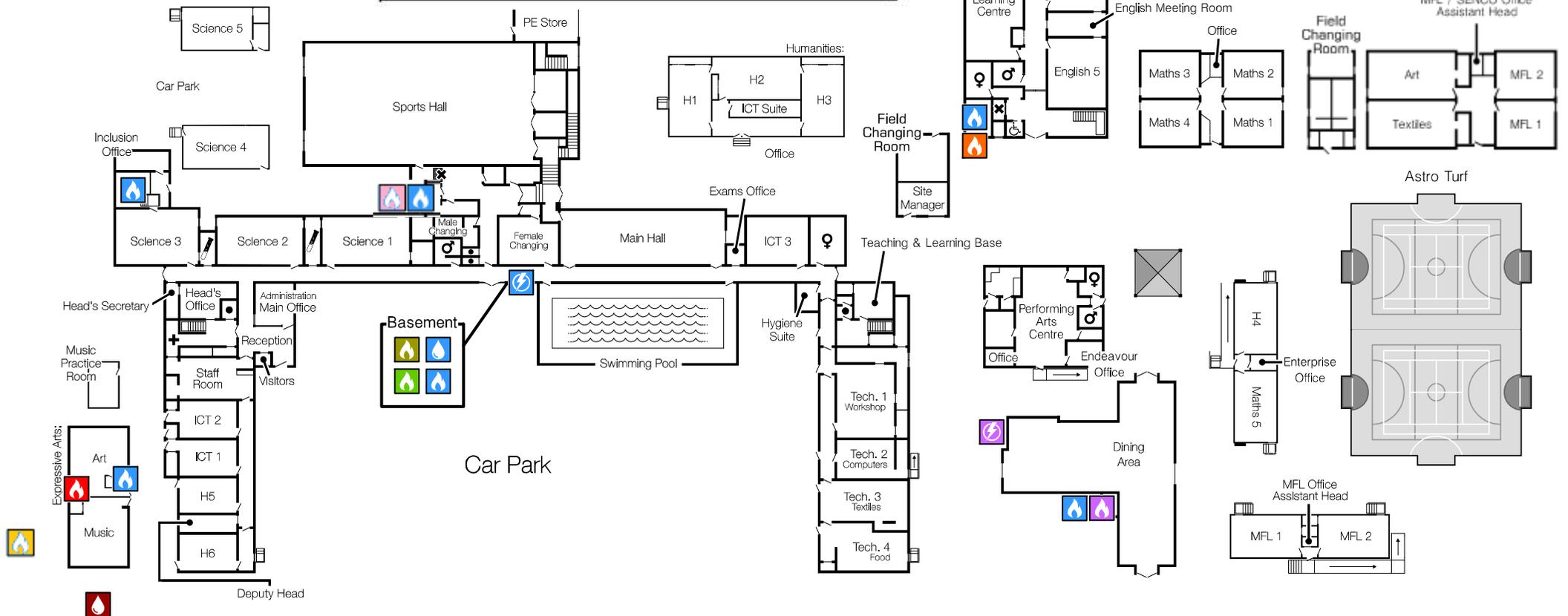
LINCOLNSHIRE  
CIVIL PROTECTION UNIT

**HELPING TO MAKE  
LINCOLNSHIRE A SAFER PLACE  
TO LIVE AND WORK**

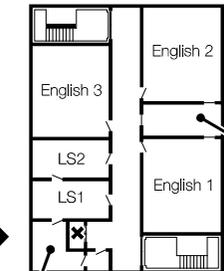
# JSTC Site Services Plan 2022

Key:

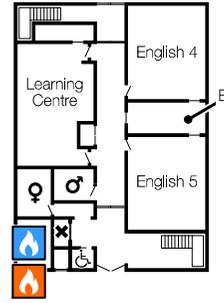
Main Site	Basement
Main Electrical Feed	Main School Gas Supply
Locations of Gas Fired Boilers	Main School Heating System
Canteen Electrical Feed	Main School Water Feed
Canteen Gas Feed	
English Block Gas Incoming	<b>Others Services</b>
Music Block Gas Feed	Water meter on school road (end of Art / Music block)
Sports Hall Gas Incoming	
Gas Feed to Sports Hall & English Block	



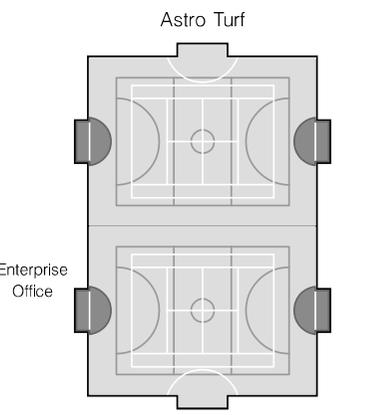
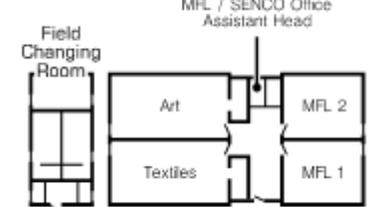
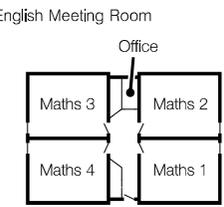
LANGUAGE BLOCK Upper Floor



LANGUAGE BLOCK Lower Floor



Director of Additional Needs & Learning Support



MFL Office Assistant Head

