

Little Crickets Forest School Major Incident Plan

School information

Little Crickets Forest School

Cooper Dean Pavilion, Cavendish Road

Bournemouth, BH1 1RB

Contact telephone number: 07393518812

- Independent Primary Day School/Nursery.
- Number on roll: Nursery- approx. 20 aged from 2 years to 5 years old.
- Opening times: The Nursery is open 51 weeks a year, shut only for the week between Christmas and New Year and bank holidays.

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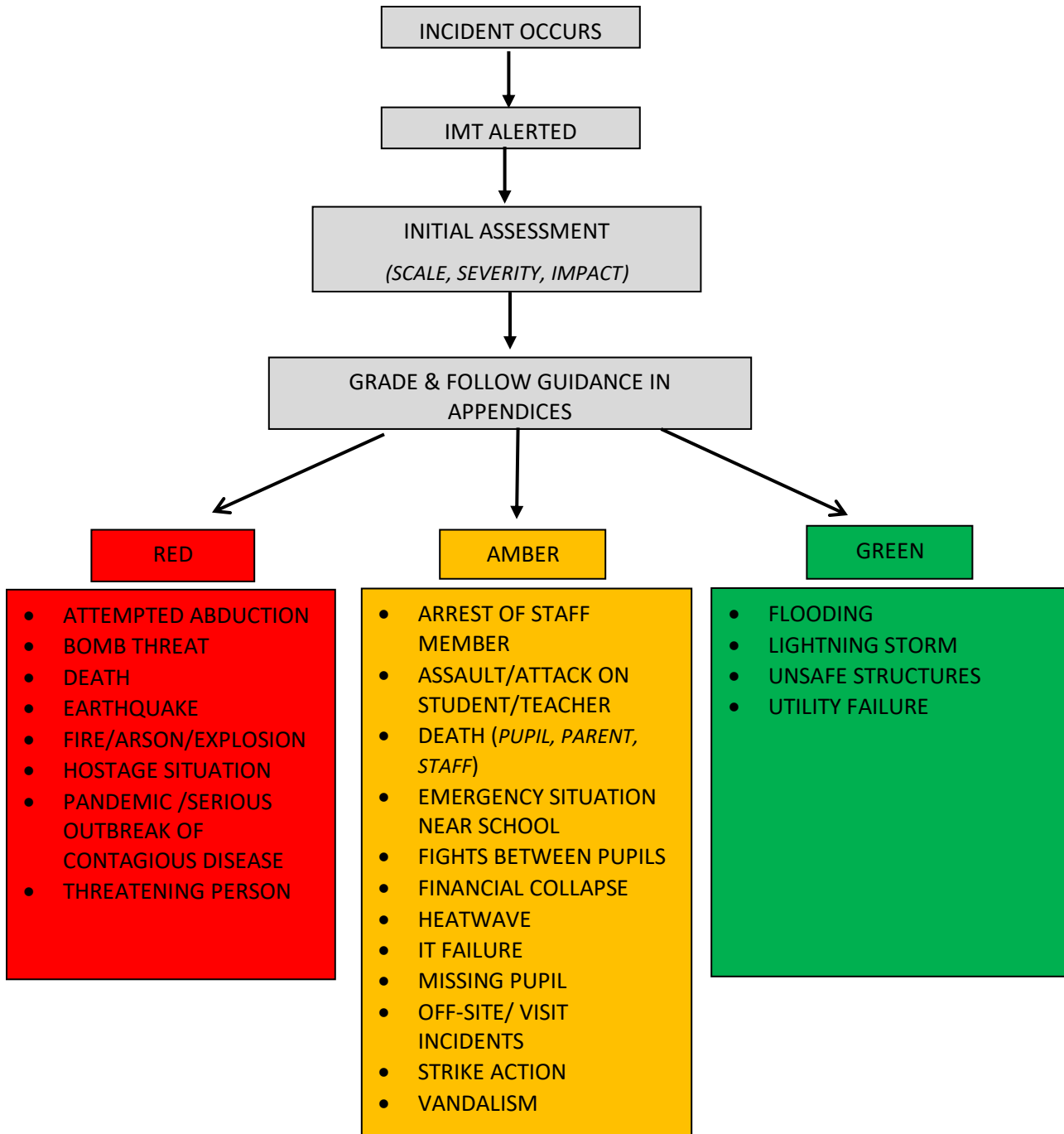
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ACTIVATION PROCESS



Introduction

1.1 How to use this Plan

- Follow the Activation Process on Page 3
- Form IMT
- Gather the Major Incident document folder
- Follow the Guidance for Specific Incidents

1.2 Aim

This plan provides a framework for the reduction of disaster risks affecting Little Crickets Forest School and, should an emergency occur, for the rapid safeguarding of our people, property, and the environment in order to secure the recovery of the Forest School's business whilst maintaining our reputation.

1.3 Objectives

Protect and save lives
Contain the incident
Work effectively with the emergency services
Retain business continuity
Assist in any investigation
Communicate with parents and key stakeholders
Restore normality as soon as possible
Maintain reputation

1.4 Priorities

To minimise or eliminate any danger or risks to individuals
To ensure that the school acts in a lawful manner
To facilitate effective recovery
To take reasonable steps to minimise any adverse publicity and to ensure all external enquiries are handled consistently by nominated personnel.

1.5 Incidents Covered

Site emergencies
Off-site emergencies
Off-site hazards
Death / serious injury of pupils or staff
Violence to staff or pupils
High value kidnap
Intruder access
Strike action
Bomb threat
Infectious health hazard
Vandalism / arson
Adverse media attention
Safeguarding issues
Minor on-site utility emergencies

1.6 Decision Making Responsibilities

Members of the Senior Leadership Team, should activate the plan.
The Chairman should be informed as soon as possible and should nominate a spokesperson for the Board.

1.7 Statutory Reporting Requirements

2 Health and safety: responsibilities and duties for schools July 2021

- In line with Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) and Health & Safety at Work (HSAW).
- Section 39(1)(a) of the Children and Young Persons Act 1933
- Sexual Offences Amendment Act
- Keeping Children Safe in Education 2025

2.1 Training Requirements

The Plan should be reviewed and various scenarios rehearsed annually after appropriate training of any new staff that will be involved; a table top discussion will suffice but a 'live' exercise should be planned at least once every five years. Any 'real' incidents in a year will count as a rehearsal.

2.2 Administration

Plan Update. The plan is the responsibility of the Manager/Health and Safety Officer. It is stored electronically on SharePoint. All members of the IMT have copies.

Primary Location of the Incident Management Team (IMT) Room – Little Crickets Forest School/Dean Park Day Nursery. See details of the organisation of the team p.6-8.

Alternative IMT room On-site – Dean Park Day Nursery

Alternative IMT room Off-site – Park Nursery

2.3 Copies of this plan are kept by the Chairman, IMT members, Insurers-Towergate and stored electronically on SharePoint.

Incident Management Team (IMT) Membership

Incident Management Team (during Working Hours)

Team Leader / Co-ordinator	Headteacher
Spokesperson	Chairman
Welfare Representative	Pastoral and Medical Lead/SENDCo/H&S Officer
Relative Liaison	Manager
Media Liaison	Chairman
Estates Liaison	Site Manager
Investigation Liaison	Bursar/H&S Officer
Incident Secretary /collator	Admissions Manager

Support Staff will be nominated as required when situation is assessed e.g. medical liaison, escorts, media response, relative's response.

Incident Management Team (IMT) Responsibilities

Team Leader / Co-ordinator: Manager

Responsible for effective activation and management of the plan
Preparation

- Ensure the plan is up to date
- Assure governing body of compliance

- Ensure the IMT is properly trained
- Exercise the plan and the IMT
- Command and manage the IMT
- Manage priorities and deconflict objectives
- Ensure common understanding of the situation
- Inform and brief the Chairman of Governors on the incident

Spokesperson: Chairman

Responsible for being the primary contact with the media and external face of the Forest School

Prepare initial holding statement and later press releases (in conjunction with emergency services).

Provide primary contact with media.

Arrange press conferences

Medical Liaison: Pastoral and Medical Lead or SENCo

Responsible for the welfare of pupils and staff requiring medical attention

Preparation:

- Access to medical records (staff & pupils)
- Hospital and ambulance services liaison
- Environmental Health Office
- Emergency medical supplies
- Isolation Plan
- Allergies, special medical needs
- Maintain an overview of movements of staff and students away from school for medical reasons
- Brief Family Liaison Team & IMT
- Brief staff on medical aspects of the incident
- Co-ordinate the provision of welfare assistance in Forest school and to external locations (hospitals etc)
- Liaise with doctors, hospitals, ambulance service etc.
- Arrange counselling for staff and students (if required)

Relative Liaison: Headteacher supported Pastoral and Medical Lead and Office Manager

Responsible for communications with staff, pupils, and families / relatives

Preparation:

- Brief thoroughly at the start of the Academic Year
- Location and alternative location: Little Crickets Forest School and off-site via mobiles
- Redirection of telephones
- Liaise with and brief the IMT
- Access to ISAMS and back-up spreadsheet for records of affected children.
- Coordination of parent visits / pick-ups

Estates Liaison- Site Manager/Health and Safety Officer

Responsible for facilitating all access to the School grounds by external stakeholders in order to ensure prompt and effective response and recovery

Preparation:

- Maintain maps and diagrams of the estates showing Key Points for water, gas and electricity
- Liaise with emergency services
- Maintain essential equipment (Battle Box)

- Determine emergency purchase authorisation
- Control access to the site (routes in/out)
- Facilitate access for emergency services
- Maintain liaison with police cordon
- Communicate with staff within the estate
- Liaise with assessors, insurance, regulatory bodies
- Liaise with contractors regarding emergency repairs.
- Ensure that the school buildings and grounds are secure.
- Ensure safety of staff and children on the grounds.
- Liaise with environmental health on medical issues (such as decontamination of kitchens etc).
- Ensure that all visitors to school are met and escorted

Investigation Liaison: Bursar/H&S Officer

Responsible for the coordination and facilitation of post emergency investigation in order to demonstrate the School's duty of care and mitigate liability

Preparation:

- Determine external compliance requirements
- Establish contact with regulatory bodies
- Ensure insurance contact telephone numbers are contained within the plan
- Liaise with school insurers, accountants, bank and solicitors (and request their attendance at IMT, if necessary)
- Preserve evidence and prepare for later inquiries (including Log Sheets)
- Take legal record of proceedings (interview witnesses, take photographs, written inventory of damage etc)
- Facilitate investigations into cause & response
- Lead and/or manage internal investigations
- Organise replacement equipment, and secure storage of salvage
- Account for costs
- Check all press releases, prior to their release
- Liaise with local authorities and relevant regulatory authorities
- Capture lessons identified

Incident Secretary/Collator: Admissions Officer

Responsible for maintaining a record of all communications made and decisions and actions taken

- Support the Team Leader
- Assist with information management
- Clarify decisions made; confirm who said what by minuting all meetings
- Keep Log Sheets signed and safe
- Assist in managing team resilience

Initial Actions in the Event of an Incident

Initial Alert Procedure (During Working Hours)

Ideally the IMT should form as soon as possible using the staff available, but this may not always be possible or safe to do so.

After hours or at weekends

The duty member of Senior Management Team should be informed as soon as possible; that person should form the IMT with as many available staff but only if safe to do so.

Out of Working Hours will usually be by means of a telephone call to any emergency contact number or to the Manager mobile.

Initial Information Requirements

Nature of the incident.

Exact location and time of the incident.

Number of casualties and details of injuries etc.

Names and home numbers of those involved.

Emergency services involved.

Actions taken so far.

Location and telephone number of where the call is being made from.

Any media response.

Name of person who took the initial call, and time the initial information was received.

Locating staff and students

A Central Register is available on ISAMS.

Refuge Area

The team leader should work out where the best place would be and how to manage the emergency from the Refuge Area. Think through the following:

- Location of IMT, Relatives Response, Media Response
- Police liaison

Consider the following:

- Loss of utilities
- Loss of telephones
- Sewage flood
- Fallen trees
- Theft by external criminals

Unless the emergency is an obvious physical incident on the site of the school the initial alert may well be in the form of a Press enquiry to the main School number or picked up on Social Media.

Grading the Incident

Grading of the incident should be done by the individual activating the plan (Manager/ Health and Safety Officer).

CONTACT NUMBERS

07393518812

***NB. main lines may become jammed, so personal mobiles may be best, but be aware that some are personal phones and should only be used to communicate with team members /emergency services and are not to be shared with others, especially media or parents.**

Role	Name	Mobile*	email
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Chairman	John Forsyth	07990 045810	jf@forfaeducation.co.uk
Headteacher	Nadia Ward	07974377423	Headteacher@parkschool.co.uk
SEnCo/Nursery Manager	Emma Sculfor	07570686855	e.sculfor@littlecricketsforestschoo.co.uk
Business Manager	Gordon Staines		g.staines@parkschool.co.uk
H&S Officer/Site Manager	Dan Pouncett	07415415075	d.pouncett@parkschool.co.uk
Pastoral Medical Lead	Ella Whitbread	07376031519	e.whitbread@parkschool.co.uk
HR Manager	Andrew Whitbread	01202 396640	a.whitbread@parkschool.co.uk
Admissions Officer	Katie Osmond	07908780087	k.osmond@parkschool.co.uk
Board Lead for Safeguarding	Basia Lubaczwska	07990045810	safeguarding@forfaeducation.co.uk

External contacts

BCP	01202 123123	
Health Protection Team	0300 303 8162	swhpt@phe.gov.uk
HSE	01202 634400	
Water supplier – Bournemouth Water	01202 590059	
Sewerage services provider: Wessex Water	0345 600 4600	
Electricity providers: No.43 - EDF	0808 156 6666	
No.45 - Scottish Power	0800 027 072	
No.47 - British Gas	0333 202 9532	
No.49 - British Gas	0333 202 9532	

INVENTORY LIST

MIP record sheets	
Emergency plan log sheets	
MIP folders	
Nursery lists inc. Medical details	
Notepads	
Whole site map/building plans <ul style="list-style-type: none"> • Entrances • location of utility services, cut-off valves and junction boxes • fire equipment location • fire assembly point • underground pipes and drainage 	
Location of hydrants & risers	
Maps	

Mobile phones/chargers	
Video camera/camera	
Transport (minibus keys/van)	

LOCKDOWN PROCEDURE

No audible alarms will be used as they alert any intruders.

Any alarm received during the day will be as a message “Lockdown, Lockdown” on teams or by walkie talkie where applicable. This will result in a two-phase reaction:

Keep calm!

Shut door, lights off, lock door in yurt. Email office@littlecricketsforestschoo.co.uk with the following details:

- Your name and number of children/adults currently in the room
- Names of any pupils not currently in the room and location if known (e.g. music lesson/toilet) **NO ABSENCES**
- The class you are teaching
- Location
- A mobile 'phone number if you have one

Wait for an acknowledgement.

Students and staff remain where they are and await further instruction.

Other staff/locations

- Admin and Finance staff should remain where they are and lock all doors;

It is essential that two-way communications is established at this stage.

Actions On:

Event	Action
Observing any violent threat to an individual's safety (e.g. shots fired)	Move yourself and any children in the vicinity to a safe location. Raise the alarm by contacting the Manager or any member of SLT.
Being in the same building where shots are fired	Initiate lock-down procedures with your group or in your area. Use own judgement on circumstances for blocking entrances and moving children and self to safer location.
Being in the same room where shots are fired or violent threat of action by a third party	Use tables or other objects for shelter. Comply with any instructions given.
Being in open ground and you hear shots fired in a building	Move quickly to another building. Find shelter and raise the alarm.
Being in open ground when shots are fired near you	Move to cover as quickly as possible.

Major Incident Record Sheet

Date.....

Location.....

Brief description
Reason if known

Those involved (include staff/adults/contractors/visitors) (attach group lists as needed)

Name	Status (safe/injuries/ unaccounted for etc)	Current location (on-site/hospital/home)

Total number involved.....

Total number safe.....

Witnesses

Name	Staff/child/visitor/contractor	Contact number

Other considerations:

Estimate of immediate effect on the forest school.

Estimate of obvious weaknesses in the response.

Details of additional support immediately required.

Dedicated numbers for communications including mobiles and e-mails.

Deployment of additional resources to the scene with communication links.

IMT members present/dealing with incident:

Role	Initials	Contact number	Notes
Team Leader			
Spokesperson			
Welfare			
Relative Liaison			
Media Liaison			
Estates			
Investigation			
Collator			

IMT Location:.....

Roles:

	Lead	Support
Scene of incident		
Emergency services		
Parents		
Media		
Regulatory Authorities		
Hospitals		
Neighbouring premises		
Suppliers/contractors affected		
Associated schools/nurseries		
Clean up		

EMERGENCY PLAN - LOG SHEET

Your Name:		Your role:	
Date:		Sheet Number:	

Time	Event	Action Taken	Initial

Specific Group Checklists/Guidelines

Children, Parents and Staff

Action	Initials	Done
Locate personnel records.		
Flow of approved information to all including relatives.		
Accounting for persons who are missing		
Accounting for persons who are injured		
Requesting police assistance to inform Next of Kin (NOK).		
Informing parents of persons who are safe and collection actions.		
Reception, welfare and rehabilitation requirements.		

RELATIVE LIAISON GUIDELINES

The aims of the Relatives Liaison Team

To draw calls away from other locations.

To give assurance to callers.

To ensure that external callers are dealt with in a professional and caring manner.

To control the release of factual and approved information. The school must speak with one voice and be seen to speak with one voice.

To gather information from relatives.

To provide welfare assistance if required.

General Guidelines in Replying to Phone calls

Be considerate and caring:

Be calm and controlled.

Be prepared to listen to concern and do not interrupt.

Ensure that your tone of voice is comforting not patronising.

Treat them as individual important people.

Do not offer to call people back. Ask them to ring you in an hour, explain that you are very busy and that there are a number of relatives who will be waiting to call the team. BUT, if you promise to ring back, keep your promise.

Avoid direct expressions of sympathy.

Avoid attempts at reassurance (if you don't have confirmed information).

Be patient and methodical.

Confirm that the school and the emergency services are doing all they can to respond to the emergency.

Keep a record of all calls, and what was said on the calls.

Ask them to stay on the number that they are on, or suggest that they move to a friend or relatives house for support (if they do, ask them to call in and let you know the new telephone number).

DO'S AND DON'TS**DO'S**

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

DO NOT

Do not lose your temper
 Do not speculate
 Do not give out unofficial information
 Do not promise to ring back unless you absolutely have to.

Media Issues

Action	Initials	Done
Decide spokesperson and support staff if needed		
Updates from Team leader		
Updates from Emergency services		
Decide who answers which calls		
Decide media statements- initial		
Decide media statements - follow up		
Activity on social media		
Monitoring of press and media broadcasts.		
Advice to staff, pupils and dependants regarding the handling of media enquiries.		
Hosting and escort arrangements for visiting media.		
Audio recording of interviews, press conferences etc.		
Briefing of other sites to whom enquiries may be directed.		
Advice regarding talking to the media		
Advice regarding giving evidence		

WHEN THE INCIDENT HAPPENS - STRATEGY

- 1 Do the media already know about the incident? YES / NO
- 3 Has the forest school been connected with the incident? YES / NO
- 3.1 Is the forest school likely to be connected with the incident? YES / NO
If the answer to any of these questions is NO, then we may decide not to issue a statement about it. If so, we need to prepare a short statement in case one is required to at a later date.
- 3.2 Centralise all media enquiries and make sure that only one or two people reply to them.
- 3.3 Prepare background material to reply to difficult questions and be sure to cover the areas where we may be criticised.
- 4 **Agree three or four positive points.**
 - 4.1 Our good record so far
 - 4.2 The care we have taken to try to prevent incidents such as this from occurring
 - 4.3 The speed and quality of our response to the incident
 - 4.4 The care that we are offering to children and parents (e.g. counselling)

BRIEF EVERYONE ON THE POSITIVE POINTS. MAKE THE POSITIVE POINTS WHENEVER POSSIBLE. SPEAKING TO THE MEDIA IS LARGELY A MATTER OF REPETITION. THERE IS NO GUARANTEE THAT THE MEDIA WILL REPORT WHAT WE SAY: SO LET'S MAKE SURE WE SAY IT OFTEN ENOUGH.

- 5 **What are we going to do about children and parents who may speak to the media?**
 - We have no right to 'gag' children or members of staff; any attempt to do so may be counter-productive. It is better to shelter them from the media attention, at least for the first few hours of the incident when they may be shocked and distressed. The Police and health services may help with this. We can offer to let them stay on at forest school to keep them away from media intrusion, but we cannot keep them in forest school. If the media can't find them then they can't talk to them.
 - The media may track down and hound individuals. If so, a dignified appeal to the editors may help. Or we may be able to arrange protection e.g. by asking the Police for help or by sheltering the individuals on the premises until the media go away. We can only do this if the individual asks us for help otherwise we may look as if we have something to hide. It may be worth persuading people at this stage to make a short statement or in writing through the forest school.
 - Some parents or children may be interviewed in a state of shock shortly after the incident has occurred. They may say anything in such a condition. There is little that we can do about this, except possibly imply that "***whilst we fully understand and even to some extent share their sense of anger and grief, they may take a different view when they have heard the full story***"
 - Some parents may set out to be critical of us. There is nothing that can be done about this except prepare our answer and take every opportunity to make it, try at all times to be sympathetic and understanding.

(NB. Many people think that they can make a lot of money by selling their story to the newspapers. This has the advantage of taking the other media off our back as they will not want to build interest in a rival's story. However, there are two disadvantages:

- You do not get paid as much as you might think
- The buying newspaper wants value for its cash - i.e. a sensational story - and there is no control over what they print. Often it is not what might have been said to them.

If parents do sell stories in this way, we should take specialist advice.

There may be a lot of sympathy for the forest school if the public view is that the incident was not our fault and we can show that we took reasonable steps to prevent it. In some cases an incident may even be a PR advantage to us, if we can demonstrate that we have taken sensible precautions and reacted quickly. We should take every opportunity in such cases to discreetly point out the advantages of the forest School. However, the tone we adopt is crucial. We can rapidly lose sympathy by seeming arrogant, uncaring or elitist.

Spokespersons must make sure that what is said is backed up by facts, respects the feelings of others, and does not seem to dismiss the gravity of the situation.)

WHEN THE INCIDENT HAPPENS - INITIAL STATEMENT

1. Express regret. ("I regret to confirm that")
2. Briefly describe the incident ("*two pupils from our forest School were killed today in a climbing incident in Austria.*")
[Note: do not imply cause or blame. use neutral words like 'incident' or 'accident' wherever possible.]
3. Include whatever good news we can, providing we are certain that it is accurate. ("*The remaining 14 pupils in the party are unhurt and are being looked after by school staff in Austria*")
[Again, don't be too specific in an initial statement.]
4. Say what the school is doing ("*We are notifying the parents of the children concerned. Two additional members of staff are flying to Austria to be with the group.*")
5. If we haven't done so already, say whether the parents have been notified. At this stage we may wish to appeal to the media, if they have the names, not to publish them until the parents have been informed. This may work but we have no guarantee that it will. It is best reserved for special cases - e.g. if we can't contact a parent because they are on holiday, but expect to do so within a few hours.
6. Say why we can't say anymore at the moment. ("*Until we have more information ourselves I cannot tell you anymore. We are busy here trying to make arrangements for the pupils*")
7. Tell the media where they can reach us. Give names and telephone numbers.

WHEN THE INCIDENT HAPPENS - ANSWER TO DIFFICULT QUESTIONS

These answers cannot be prepared in advance and should be completed on the computer and then issued to the IMT and Spokesperson:

2 What is the school policy on security?

What measures do we have in place?
Have we taken police / professional advice?
When did we last assess our security measures?
Have we ever had a security incident before?
Are parents aware of our policy and do they agree with it?

6 What is the school policy on safety?

What measures do we have in place?
Have we ever taken professional advice?
When did we last assess our safety measures?
Have we ever had a safety-related incident before?
Are parents aware of our policy and do they agree with it?

7 What is the policy on drugs?

What do we do to prevent drug abuse in Little Crickets Forest School?
Have we had any examples of drug abuse (and what did we do about them)
Do we keep in touch with the Police? (How often and at what level?)

Are parents aware of our policy and do they agree with it?

8 What is the policy on bullying / violence?

What do we do about bullying / violence?

Have we had any recent cases? What did we do about them?

Do we keep in touch with the Police? (How often and at what level?)

Are parents aware of our policy and do they agree with it?

9 What is the policy on adventure training / outdoor activities?

How often do we do this sort of activity and where?

What national guidelines do we follow?

What steps do we take to check out the activity provider?

What training do accompanying staff have?

Have we ever had problems like this before?

Are parents aware of our policy and do they agree with it?

10 What is the policy on overseas travel?

Do we do this sort of activity? How often and to where?

What national guidelines do we follow?

What steps do we take to check out the activity provider?

What training do accompanying staff have?

What rules do we have (e.g. about the staff / pupil ratio)

Have we ever had problems like this before?

Are parents aware of our policy and do they agree with it?

11 What is the policy on using minibuses?

Do staff drive them?

Do the drivers have any special training?

If we use outside companies, what steps do we take to vet them?

Are parents aware of our policy and do they agree with it?

12 What are the arrangements for contacting parents in an emergency?

Do we keep all their names and details centrally?

How do we ensure that our records are up to date?

How many people are available to ring around parents?

Do we have a plan to bring people in out of hours?

Are there any special problems

Any other difficult questions?

WHEN THE INCIDENT HAPPENS - ANSWERS TO DIFFICULT QUESTIONS

We cannot prepare these in advance. Remember these as guidelines:

DO NOT

- Say anything that could be seen as libellous, that seems to imply blame of anyone else, or that might be held to prejudice a trial or inquiry.
- Admit any liability - this may invalidate our insurance.
- Say anything which identifies individuals, at least until their parents or next of kin have been informed; this applies to staff as well as pupils.
- Appear to speak on behalf of other individuals or organisations, unless you have agreed what to say with them first.

- Answer hypothetical questions

DO

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

SHOULD WE AGREE TO AN INTERVIEW ON TV OR RADIO?

- Depends if we have something we want to say; what is in it for us?
- Who will do the interview? Have they had training? Will they come over well?
- Make sure the interviewee has been properly briefed. Think through the difficult questions in advance that he/she may be asked, and prepare the answers.
- For a TV interview, try to resist having a dramatic background. If the school has just burnt down, the TV crew will want to film the interviewee in front of it. Is this image we want people to remember? (Maybe it is, if it wasn't our fault and we are appealing for help to rebuild it. Maybe it isn't, if we forgot to have the fire extinguishers refilled.)

SHOULD WE GIVE A PRESS CONFERENCE?

This is not usually necessary unless the story is very big. Then it gives us the opportunity to get our message across to a lot of media at once; but remember to ask ourselves: what's in it for us? Why are we doing this? What message do we want to get over?

If we give a conference, or take part in one organised by the Police, prepare thoroughly. Anticipate awkward questions and work out the answers.

If it is our own press conference, field a team of people. One should chair and control it: his job is not to answer questions but to introduce the speakers and give them time to think and some protection. He may also allocate questions amongst our team. Others on the team should be a senior person (HM) and one or two people with special experience of the incident or problems that it raises.

Only let in genuine media (ask to see their press cards or ID). Pressure groups can hijack the conference and make it a public debate (which TV will love but we won't).

Agree ground rules with TV cameras beforehand. If we don't want them coming on the platform, make this clear.

Ensure the room is tidy and clean, and the background is suitable. Think about our overall image. Dress suitably.

Date: December 2025 Next review: due December 2026

Let the journalists in by one entrance and have another exit for your own team to leave by. The chairperson should be firm and ensure that the team get away as soon as the conference ends. No 'off the record' private words.

IF THERE IS A TV CAMERA OR MICROPHONE IN THE ROOM ASSUME IT IS ON AT ALL TIMES!

Administration

Communications

Action	Initials	Done
Office to be briefed on what calls to go where		
Enquiry lines set up – parents/relatives		
- media		
-other e.g. emergency services/ staff not on site- no public access		
Mobile communication for Liaison personnel		
Email monitoring		
Security of records/ Off-site storage of records and plans		

Financial Issues

Action	Initials	Done
Funding of victims and their dependants' immediate requirements		
Accounting for costs of incident including recovery considerations		
Nominate an accounting code		

Insurance Issues

Action	Initials	Done
Inform insurers & note conditions		
Deal with Third party insurers		
Meet and escort assessor to the scene		
Collect required Photographic evidence and written inventory of damage		
Secure storage of salvage / replacement equipment.		
Disposal of waste.		

Legal Issues (beware admission of liability, allocation of blame)

Action	Initials	Done
Obtain copies of any contracts / trading conditions that may be relevant		
Inquiry considerations		
Preservation of evidence		
Legal record of proceedings		
Interviewing of witnesses		
Statutory reporting requirements under HSAW or other regulations		

Health & Safety

Medical Issues

Action	Initials	Done
Obtain full medical /allergy list		
Liaison with- hospital		
- GPs		
-Environmental Health Officers		
- UKHPA/Local Health Protection		
-BCP		
Arrange for clean up/any decontamination needed		

Procedures for providing assistance to mobility impaired individuals during an emergency

If an emergency occurs (i.e. fire, power outages, severe storms etc), any employees within the vicinity of the mobility impaired individual should immediately contact SLT to ask for assistance and someone will be sent to assist the evacuation of the individual. The office team will also provide the following information to the emergency services despatcher:

Location of the individual;

Type of emergency;

Any other information requested by the emergency services' despatcher.

The despatcher will advise that an emergency unit has been dispatched and the unit will use special equipment to move the individual up or down the stairs to exit the building.

Until the responders arrive a member of staff should remain with the mobility impaired individual. If it is not possible to evacuate the impaired individual and the emergency conditions worsen (i.e. the fire spreads to the floor where the impaired individual is located), the impaired individual should be moved to an area protected by a fire door until the responder arrives.

Post -Traumatic Stress

Advice will be sought from the Local Authority/ DFE and Forfar.

Site Issues

Action	Initials	Done
Security of site		
Safety of site /cordon off unsafe areas.		
Salvage and replacement materials		
Emergency power and lighting.		
Controlled re-occupation.		

Organise alternative facilities, as needed.		
Catering		
Transportation		

Further considerations:

Recovery

Action	Initials	Done
Appoint a separate team to look at recovery arrangements		
Clean-up / disposal of waste (consider evidential requirements).		
Monitor/review inventory of damage.		
Prioritise the clean up / recovery		
Welfare and counselling arrangements - staff		
-children		
Funding of victims' or dependants' immediate requirements		
Continued liaison with parents and healthcare services		
Attendance at funerals, purchase of wreaths		

Reputation:

The Spokesperson and Forfar Board will be responsible for controlling media/parent/external communications which may have implications to reputation management.

Annexes: Specific Incidents

Annex A

The following information is colour coded and should be linked to the Activation Process Flowchart. It is focused on ensuring the immediate safety and welfare of staff and pupils.

FLOODING

- **Building Related**

Switch off stop cock
 Call the Manager who will alert the Site Manager or Headteacher
 They will call water supplier if necessary
 Monitor the situation
 If necessary, evacuate the area
 If flood worsens evacuate the whole building

- **Environmental Flooding**

Assess the situation and keep in touch with the Environmental Agency and Local Authority

Tune in to local radio or use the Flood Line [0345 988 1188](tel:03459881188) for updates

Consider removing equipment, pupils, staff and pets from the area of risk

If safe to do so turn off the gas, electricity and water supplies before flood water enters the premises

Keep dry and out of flood water if possible

If Forest school is at risk, evacuate if that is the safest option. Children may be moved to Dean Park to await collection by parents.

Do not evacuate if you are uncertain about the continuing safety of staff and pupils - please note that 80% of flood deaths occur in vehicles

If it is necessary to walk through shallow flood water, take care for hidden holes, obstacles and other hazards

Have communication plan in case of loss of power

LIGHTNING STORM

If children and staff are outdoors avoid water, hilltops and trees. Stay away from any metal objects and avoid contact with others

If you think your children are at risk of being struck, inform them to drop to their knees and bend forward.

DO NOT LIE FLAT

If in a building instruct pupils to move away from windows and not to touch the metal structures, 'phones or computers

If in a building stay inside, encourage visitors to shelter in the Yurt.

UNSAFE STRUCTURES

Evacuate the school or building if necessary, moving out by a safe route identified at the time.

Move away from the building if very serious. Contact Property Surveyor to report concerns.

UTILITY FAILURE

Practitioners should stay in the yurt with the children until further instructions are given.

Practitioners who are not in ratio should immediately report to the manager.

The company of the power source must be telephoned and a time established for resolving the problem.

If forest school is to be closed, please refer to closure policy guidelines

SAFEGUARDING INCIDENT

Refer to guidance/procedure in Safeguarding Policy /KCSIE 2025

SERIOUS SENIOR MANAGEMENT TEAM MISDEMEANOURS

Refer to conditions/procedure in Staff Handbook for details

Annex B

ARREST OF STAFF MEMBER

This and its implications would be dealt with by Senior management/ Forfar Board according to the circumstances.

ATTACK ON A STUDENT OR MEMBER OF STAFF

At the scene children will need guidance to get assistance from a member of staff
If staff witness the assault they should try and distract the assailant without risking themselves: do not engage physical contact, do not further agitate the assailant, maintain eye contact, be courteous and patient, use the word "stop" and the names of the people involved to promote familiarity
Staff should disperse spectators and therefore eradicate the risk of further injury
Staff should contact emergency services as appropriate

FIGHTS BETWEEN CHILDREN

In deciding upon what action you take consider the safety of the children concerned and the safety of any other pupils.
Assess seriousness of situation and if necessary tell a reliable pupil to get immediate assistance from another member of staff.
A Practitioner should always remain at the scene.
Take control and give clear and assertive directions to stop.
Arrange for first aid if appropriate.
Escort both parties to the yurt.
Call the parents and/or police if necessary.

FINANCIAL COLLAPSE

This would be dealt with by Forfar

HEAT WAVE

Floods and snow grab the headlines in terms of emergency planning. Yet statistically more lives have been claimed by heat than by all other extreme weather events combined.
Heat waves are a natural, technological, and social hazard which makes preparation for, and response to these climate events, complex. Usually it is after multiple days of oppressive heat that populations are affected. Particularly at risk are the very young and very old, and people with chronic diseases.
Forest school are advised to consider their local arrangements and planning for this in the first half of the summer term.

Planning for a heatwave

Guidance about what Little Crickets can do to plan for, and respond to, heatwave conditions, is published by the Health Protection Agency.

[Factsheet \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Heatwave Watch

The Met Office Heat-Health Watch system operates from 1 June to 15 September in association with the Department of Health. Details are available at [Heat-health watch service - Met Office](#)

IT FAILURE (COULD BE IN CONJUNCTION WITH ANOTHER TYPE OF INCIDENT e.g. FIRE)

Unable to access data files

All critical business data is backed up at Little Crickets Forest School and in the cloud operated by Wavenet. The Admissions Manager has a spreadsheet back up (ODBC) stored daily in the cloud on SharePoint with critical data (contact details, medical and allergy information etc) Cloud disaster recovery can be done remotely from Dean Park.

In the event of an incident requiring recovery, contact will be made with Wavenet to perform recovery and restoration of files. This can be done to a nominated location. If the server is damaged, it would need to be physically repaired or replaced on site at Little Crickets.

MISSING CHILD

PROCEDURE FOR A CHILD MISSING FROM THE SITE

In the unlikely event that after a register check or at another time it is noticed that a child is not accounted for, the following procedure will be adhered to:

- Staff will maintain the safety and well-being of other children.
- The register will be re-checked and a member of the Senior Leadership Team will be summoned without delay. The senior member of staff will usually be the Manager, although it may alternatively be the Pastoral and Medical Lead or SENCo.
- The senior member of staff and at least one other member of staff will search the immediate vicinity and school site.
- If the child is not found after approximately 15 minutes, the senior member of staff will endeavour to contact the parents of the missing child by telephone and inform the Headteacher of PARK School, if not already notified.
- The senior member of staff will contact the police if the parents are reached and the child's whereabouts have not been ascertained. If after approximately 10 minutes the parents have not yet been contacted, the senior member of staff will contact the police.
- Once police arrive all relevant information regarding the child will be given. The police will then take over the search.

PROCEDURE FOR CHILD MISSING FROM AN OFF-SITE VISIT (detailed on all visit risk assessments)

The procedure set out above will be followed with the following adjustments:

- The trip leader shall assume the role of the senior member of staff.
- The trip leader shall, if at all possible, contact the Headteacher (or if unavailable, the SENCo or Pastoral and Medical Lead) within a maximum of 15 minutes of the child going missing and before contacting either the parents of the missing child or the police.

SCHOOL VISITS/ OFFSITE INCIDENTS See Annex E

If an emergency occurs on a school visit the group leader should maintain or resume control of the group overall. The factors to consider include:

- Establish the nature and extent of the emergency as quickly as possible.
- Ensure all other group members are safe and looked after.
- Establish the names of any casualties and get immediate medical attention.
- Ensure that a teacher goes with casualties to hospital with any relevant medical information and that the rest of the group is adequately supervised at all times and kept together.
- Notify the police if necessary.
- Ensure that all group members who need to know are aware of the incident.
- Ensure that all group members are following the emergency procedures and roles are allocated as necessary.

Inform the forest school contact and provider/tour operator (as appropriate). The forest school contact name and number should be accessible at all times during the visit.

Details of the incident to pass on to the school should include:

- Nature.
- Date and time of incident.

- Location of incident.
- Names of casualties.
- Details of their injuries.
- Names of others involved so that parents can be reassured.
- Action taken so far.
- Action yet to be taken (and by whom).

Contact should:

- Notify parents providing a full factual account of the incident as possible.
- Notify insurers especially if medical assistance is required.
- If the emergency happens abroad notify the British Embassy/Consulate.
- Ascertain phone numbers for future calls; try not to rely only on mobile phones.
- Write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence.
- Keep an incident log of all events, times and contacts after the incident
- Complete an accident report form as soon as possible and contact the HSE if appropriate.
- No one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause further distress to their families.
- All media enquires must go through the school.
- No one in the group should discuss legal liability with other parties; nothing should be signed relating to the accident liability without clear advice from the Headteacher or Chairman.
- Keep receipts for any expenses incurred, as insurers will require these.

STRIKE ACTION

Refer to Government Website:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/553757/advice_on_handling_strike_action_update_September_2016.pdf

VANDALISM

See security policy.

- Care if vandals are still on site. Seek assistance as required.
- Assess damage, loss and safety of buildings
- Take photos, Report to the police and Insurers who will decide if they will send an assessor.
- Consider if room/area can be used again or whether any re-location is needed.
- Site Team to clean up when safe/ authorized to do so/call contractors to arrange repair.
- Be aware children may be distressed if their belongings/work /area has been involved.

Annex C

ATTEMPTED ABDUCTION

Ensure that children have the 'tools' for dealing with an attempted abduction, and reinforce this with parents

Suggest that parents and child have a code word that only they and their child know for emergency situations when someone else is collecting the child.

At pick-up only parents or other known adults will be allowed to collect a child. Where anyone else attempts to collect a child the school will check by calling the parents/guardians or emergency contacts.

BOMB THREAT

DO NOT turn anything electrical on or off, except the fire alarm.

Quickly survey your room for any unusual items or packages. DO NOT TOUCH THESE ITEMS.

Report anything suspicious or unusual.

Evacuate using the fire drill procedure. The assembly point should be far away from the forest school as possible e.g. furthest point on the field taking account of the exit route so as not to transit past the indicated hazard area.

Take register. Report missing students to the Manager.

The person taking a call issuing a bomb threat should not interrupt the caller except to ask the following questions:

- When is the bomb going to explode?
- Where is the bomb?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Why are you doing this?
- Who are you?
- Where are you calling from?
- Are there any further hazards outside?

Note the caller's voice and background sounds such as:

- Male or female?
- Estimate of age (young, middle age, old)
- Indication of accent/dialect, ethnicity, level of education
- Other voice characteristics: stutter, nasal sound.
- Did the caller seem familiar with the facility?
- Was there any background noise?
- Use the log to record all of this information.

DEATH

The death of someone associated with your school may not be considered to be a Critical Incident, especially if it was expected, but nevertheless can be very upsetting for a large number of people. Therefore we advise that the Critical Incident guidelines are followed as appropriate.

EARTHQUAKE

A major earthquake is not likely to happen in the UK but small tremors have occurred so here are some important points to consider:

If one or two people are in the room the safest place to be is under the door frame

With a class of children ask them to take cover under their desks and cover their faces with their arms to protect against falling objects

Once the initial shocks have ceased, if there is major damage to the building, evacuate. If not, carry out a risk assessment and consider the necessity of moving

Contact a property surveyor for advice if unsure about the structural integrity of the building

FIRE/ARSON/EXPLOSION

Activate the fire alarm

Do not tackle any fire yourself

Follow Fire Drill Procedures as normal

Fire extinguishers are there to enable staff and pupils to exit buildings as safely as possible - do not try to put a major fire out.

Ensure everyone is out and clear of the building by completing the Fire FOB sweep.

Report missing persons to the School office or Fire Marshall in charge

See the Fire policy and Risk Assessment for detailed Fire Procedures

Consider the locations of the Assembly Points in relation to any smoke drift/ weather conditions/ proximity to the explosion or fire. Children may need to be moved to a more suitable area e.g. the Astro at the end of Dean Park.

If the fire worsens remove the children immediately from the area or site and as far away as logistically safe/practical as possible- see above.

If the site has been evacuated make sure someone has been nominated by the IMT to meet the Fire & Rescue Service

Given the 'All Clear' make sure no children are missing on re-entering the building

HOSTAGE SITUATION IN FOREST SCHOOL

Do not try to intervene or be a hero.

Co-operate and follow the instructions of the hostage taker.

Try to remain calm and spread calmness. The children are likely to try and copy your behaviour.

Isolate hostage area by evacuating other children or through lockdown procedure

On arrival of emergency services, provide them with a map of the site.

INDUSTRIAL EMERGENCY NEAR FOREST SCHOOL

Children and staff should remain in the yurt and await further instruction from the LA and council emergency teams and/or emergency services

This may include closing all doors and windows and covering extractor fans to minimise inhalation of fumes or smoke

Forest School may wish to consider the best place in the building to shelter depending on the circumstances.

For example, sheltering on the leeward side of the building in case of toxic release

Stay tuned to local radio - consider switching to a battery operated radio in the event of loss of power

Forest School should remain in shelter mode until the emergency services and/or local authority give the all clear

Encourage visitors to shelter in the Yurt.

MARAUDING TERRORIST FIREARMS ATTACK (MTFA)

If shots are heard instruct everyone to take cover where appropriate (i.e. on the floor or under tables). Assemble in a secure location or activate the lockdown procedure which is more preferable than moving children across site.

Call Police.

Check for injuries and missing children/staff by use of phone calls to rooms in turn (if lockdown in force)

THREATENING PERSON

- Assess threat.
- Call Police.
- Keep children/ buildings secure.
- Initiate lockdown procedure if necessary.
- If no one is in danger observe the intruder until the police arrive.
- If people are threatened, staff should consider attempting to draw the attention of the intruder away from those affected. When appropriate escape to a more secure area.

THREATENING PERSON OUTSIDE GROUNDS

- Assess threat.
- Call Police
- Ensure all children are moved within a building, if required (YURT)
- Initiate lockdown procedures if necessary.
- Remain in building until the all clear has been given or evacuate as a result of instructions from

Annex D

1 Pandemic

Overview

Influenza pandemics are a natural phenomenon that have occurred from time to time for centuries - including 4 times during the 20th century. They present a real and daunting challenge to the economic and social wellbeing of any country, as well as a serious risk to the health of its population.

There are important differences between 'ordinary' seasonal flu and pandemic flu. These differences explain why we regard pandemic flu as such a serious threat.

Pandemic influenza is one of the most severe natural challenges likely to affect the UK, but sensible and proportionate preparation and collective action by the government, essential services, businesses, the media, other public, private and voluntary organisations and communities can help to mitigate its effects.

Inter-pandemic years provide a very important opportunity to develop and strengthen our preparations for the potentially devastating impact of an influenza pandemic, and the government will continue to take every practical step to prepare for and mitigate its health and wider socio-economic effects.

The Department of Health is the lead department for planning for a human influenza pandemic. However, given the wide impacts of a pandemic all government departments are involved in planning to mitigate its impacts.

2 Cause of Pandemics

Pandemic influenza emerges as a result of a new flu virus which is markedly different from recently circulating strains. Few – if any – people will have any immunity to this new virus thus allowing it to spread easily and to cause more serious illness. The conditions that allow a new virus to develop and spread continue to exist, and some features of modern society, such as air travel, could accelerate the rate of spread. Experts therefore agree that there is a high probability of a pandemic occurring, although the timing and impact are impossible to predict. The Covid-19 pandemic has not lessened the probability of a further pandemic in the future, and should not be seen as representative of future pandemics.

3 Impacts of a Pandemic

Past pandemics have varied in scale, severity and consequence, although in general their impact has been much greater than that of even the most severe winter 'epidemic'.

Each pandemic is different and, until the virus starts circulating, it is impossible to predict its full effects. As such, it is impossible to forecast the precise characteristics, spread and impact of a new influenza virus strain, however, based on historical information and scientific evidence we are able to predict the possible impacts:

Many millions of people around the world will become infected, up to around 50% become ill with symptoms and a variable proportion die from the disease itself or from complications such as pneumonia.

In the UK, up to one half of the population may become infected and between 20,000 and 750,000 additional deaths (that is deaths that would not have happened over the same period of time had a pandemic not taken place) may have occurred by the end of a pandemic in the UK.

In the absence of early or effective interventions, society is also likely to face social and economic disruption, significant threats to the continuity of essential services, lower production levels, shortages and distribution difficulties. Individual organisations may also suffer from the pandemic's impact on business and services.

Large numbers of staff are likely to be absent from work at any one time.

More information on the challenges posed by an influenza pandemic, and the planning assumptions for pandemic preparedness can be found on the Government website

The World Health Organization (WHO) Global Influenza Surveillance Network, comprising 105 countries, acts as a global alert mechanism, monitoring circulating influenza viruses in order to detect the emergence of those with pandemic potential.

4 Education/childcare

The Department for Education has produced a range of guidance documents in consultation with other government departments and various external bodies as part of the government's co-ordinated efforts to encourage prudent planning across all sectors, supporting the Department of Health, as lead department, in preparing and planning for a possible pandemic. The guidance in force at the time should be followed.

LITTLE CRICKETS FOREST SCHOOL RESPIRATORY DISEASES (inc PANDEMIC FLU) OUTBREAK MANAGEMENT PLAN

In response to the DfE Contingency Framework : education and childcare settings , actions will be taken to reduce the risk of transmission of pandemic viruses and to identify and address future risks.

***Local authorities, Directors of Public Health and Health Protection Teams are responsible for managing localised outbreaks. Outbreaks should be notified to local advisors at publichealth-hp@dorsetcouncil.gov.uk and any advice on which actions to implement will be followed.**

We will consider taking extra action if we face severe operational disruption to face-to-face education. We are advised to seek public health advice if we are concerned e.g. when there is

- a higher than previously experienced and/or rapidly increasing number of staff or child absences due to pandemic flu infection
- evidence of severe disease due to pandemic flu, for example if a child or staff member is admitted to hospital
- a cluster of cases where there are concerns about the health needs of vulnerable staff or child within the affected group

AIMS

1. To manage any pandemic flu outbreaks within Little Crickets Forest School.
2. To immediately and effectively respond to a Variance of Concern (V of C) or to extremely high rates of pandemic flu infection in the community/ local area.

In the event of an outbreak* of infectious disease/Pandemic/flu we will consider the following additional mitigations:

1. CONTACT BETWEEN CHILDREN, ADULTS AND CHILDREN AND ADULTS

- For groups with any positive cases (Additional mitigations will be graduated according to the severity of the transmission and advice given by UKHSA/ local health protection team):
 - groups will stay in their group areas and maintain distancing as much as possible.
 - Lunches will be delivered to lunch area and staff will supervise their own group for this time. Staff can have their lunch delivered to this area too.
 - Any visits will be rearranged.
 - If necessary, class bubbles will be reinstated.
- In extreme cases and only as a last resort, short term isolation and a return to remote learning in consultation with the Local Health protection team or UK health Security Agency.
- Additional measures taken to protect clinically extremely vulnerable people/ expectant mothers, as necessary.

2. ISOLATION

- When an outbreak is declared, a letter/email will be sent to parents of the affected group based on the template from the Local Health Authorities advising parents that
 1. there has been an outbreak in the group.
 2. to follow Government advice
 3. the forest school is increasing the precautions following the current Respiratory infections Risk Assessment at the time and this Outbreak Management Plan to reduce the risk of transmission.

3. FACE COVERINGS

- In addition to the wearing of face coverings by staff on first aid duty or when dealing with someone who is showing symptoms of the virus and is being sent home, we will reinstate face coverings, if advised, to be worn by all adults (unless exempt).

4. HYGIENE

- Enhanced cleaning of touch points and equipment at intervals throughout the day and thorough cleaning of any affected rooms.

5. VENTILATION

- Ventilation will be further improved in line with evidence collected on effectiveness.

6. TESTING

- An LFT or PCR test may be advised. If positive, staff /children should stay at home and follow isolation advice provided by healthcare professionals/ UK Health Security Agency.
- Testing to be carried out more frequently if instructed by UKHSA/ Local Health Protection team.

7. SYMPTOMATIC CHILDREN

- Testing and isolation as instructed by UKHSA/ Local Health Protection team.

9. ARRIVAL AND DEPARTURE

- Revert to staggered arrival and departure times with one-way system and barriers on the gates.
- Sanitiser will be applied upon entry through the gate.

10. EVENTS

- The safety of the scheduled event will be assessed in line with all of the above and guidance will be sought from UKHSA/ Local Health Protection team.
- Educational day visits and residential visits will be cancelled.
- Open days, Speech Day and the Carol service will be cancelled or revert to on-line/ recording.
- Live performances will be cancelled/ rearranged.

Annex E

ACTIONS IN THE EVENT OF AN EMERGENCY ON A VISIT

Guidance on Emergency Procedures

A copy of the following guidelines are included on any visit Risk assessment.

MISSING CHILDREN PROCEDURE

In the unlikely event that after a register check or at another time it is noticed that a child is not accounted for on our visit, the following procedure will be adhered to:

- Staff will maintain the safety and well-being of other children.
- The register will be rechecked and the Teacher in charge shall assume the role of Senior member of staff.
- The Practitioner in charge will inform the Manager (or if unavailable, the Pastoral & Medical Lead/SENCo) and with at least one other member of staff will search the immediate vicinity.
- If the child is not found after approximately 15 minutes, the Practitioner in charge will endeavour to contact the parents of the missing child by telephone and inform the Manager.
- The Practitioner in charge will contact the police if the parents are reached and the child's whereabouts have not been ascertained.
- If after approximately 10 minutes the parents have not yet been contacted, the Practitioner in charge will contact the police.
- Once police arrive all relevant information regarding the child will be given. The police will then take over the search.
- Following any missing child incident, the Senior Staff Team will review the reasons for the event happening and revise the procedures if necessary.

EMERGENCY PROCEDURE

- Establish nature and extent of the emergency
- Make sure that all other members of the party are accounted for and safe.
- If there are injuries, establish their extent and administer first aid (if you have been trained and feel capable).
- Establish names of the injured and call relevant emergency services
- Advise other party staff of the incident and that emergency procedures are in operation.

In the event of a child being seriously injured and needing hospital treatment , the following steps should be followed:

- Call for an ambulance using the mobile phone.

During normal hours (8am-6pm)

- Inform the forest school (07393518812) of the child involved – the forest school will contact the parents of the child.
- The contact will be informed and make their way to the venue.

If the ambulance arrives and is ready to take the child to hospital before the contact has arrived at the venue:

- The practitioner in charge will accompany the injured child to hospital.
- The uninjured children will be left in the care of the remaining staff until the contact arrives.
- The contact may take over responsibility for the group on arrival. He/she will stay with the children until they are collected, or make arrangements if children are being collected from Little Crickets Forest School.

If the contact arrives at the venue before the ambulance is ready to leave for the hospital:

- The contact will accompany the injured child to hospital.
- The practitioner in charge of the group will make sure the children are taken back to forest school to be picked up by their parents or wait for parents to collect their child from the venue, depending on arrangements.

If the parent of the child is attending the event, responsibility for the injured child will be handed over to them.

See also the policy and risk assessment for the procedure following an incident during a residential trip.

An off-site incident involving a minibus or coach carrying Little Crickets Forest School.

In the event of an accident in the minibus the following steps should be followed:

- Call for an ambulance and/or the emergency services, using the mobile phone.

During normal hours (8.00 – 6.00)

- Inform the forest school (0793518812) and give details of any injured children – the forest school will contact parents of the children involved.
- The contact will be informed and make their way to the accident or the hospital where the injured are being taken – depending on instruction from the teacher in charge.

Forest School will also inform the Manager if she is not the contact.

If you are approached by the media refer to the Forest School – do not give comments. Under no circumstances should the name of any casualty be divulged to the media.

- The Party Leader should write down as soon as practicable all relevant details. A record should be made of any witnesses. Any associated equipment should be kept in its original condition.
- Legal liability should not be discussed or admitted.
- All accident forms should be completed and the Forest School contacted at the earliest opportunity.