



RADLEY

Crisis Management Plan

December 2024

Crisis Management

Aims

This plan provides a framework for the reduction of disaster risks affecting Radley College and, should a crisis occur, for the rapid safeguarding of its people, property and the environment in order to secure the recovery of the school whilst maintaining its reputation. Priorities are:

- Protect and save lives
- Contain the incident
- Work effectively with emergency services
- Retain educational and pastoral continuity
- Assist in any investigation
- Communicate with parents and key stakeholders
- Restore normality as soon as possible
- Coordinate communication to minimise adverse publicity

Matters relating to site security should have regard to the following guidance:

<https://www.gov.uk/government/publications/protective-security-and-preparedness-for-education-settings>

Crisis Management Team and Responsibilities

The Crisis Management Team comprises the College Management Team (CMT) and other members of staff who are likely to have an important role in a crisis either based on their responsibilities and/or their experience. The team is necessarily large to cover a wide range of requirements and responsibilities, and the likelihood that, for any given incident, not every member will be present or available.

A member of CMT or other senior staff may request that a situation is handled as a Crisis under these procedures and a Crisis Management Team meeting, comprising the appropriate members for the specific situation, will be called by the Warden or Sub-Warden.

The Crisis Management Team (membership defined in detail below) will meet in the IT Office, or such other room as is designated at the time of a crisis situation.

Incidents during the Holidays

At the end of each term a rota is prepared so that staff are able to contact at least one member of the College Management Team. This is published for dons taking trips, and available from Reception.

For incidents during the holidays, the Warden and Bursar will consult and agree the relevant protocols. The Bursar (if present) may take overall responsibility for managing the incident.

Incidents leading to Evacuation

The campus is large and it is unlikely that the entire premises would need to be evacuated. The following areas have been identified for alternative accommodation and supplies in the event of an emergency evacuation:

- Other Socials / Silk Hall / Theatre / Barker Gym / Sports Hall
- CCF has a large supply of sleeping bags, torches, etc.

However, in the event the whole campus is required to evacuate, parents would be contacted to collect the boys as soon as possible.

Dedicated Helpline

A helpline will be set up in case of emergency. The number is 01235 548585.

This number will go through to the Warden's PA line (01235 543127) with the word "Crisis" displayed on the telephone screen. Depending on the nature of the crisis and how we set up the incident room, this line can be rerouted to any other telephone.

Crisis Management Team

Crisis Operations Manager - Sub-Warden (NM)

- To coordinate responses, make immediate decisions as the crisis unfolds, disseminate information and distribute tasks.

Warden (JSM)

- Liberated to remain strategic during the crisis. Available to make key phone calls, occasional media appearances, and make key decisions. Where the Sub-Warden is unavailable, the Warden will also assume the Crisis Operations Manager role.

Warden's PA (SJH), Back up: KN

- Recording and logging of events as they unfold.

Bursar (AA), Back up: DYA

- Coordinating outside agencies throughout span of incident.

Head of HR (SMB) / Estates Bursar (DYA) / Finance Director (JKF), Back up: AJK

- Coordinating operational staff response to a crisis.

Deputy Head Academic (JHCP), Back up: SB

- Deputises for the Warden / Sub-Warden in managing the school.

Heads of Years (RB / AJC / JDR / TCL)

- Manage all Pastoral issues and work with Tutors to establish whereabouts of boys.

Deputy Head Pastoral (EPJ), Back up: Deputy Head Co-Curricular (HC) with additional MFL translator if needed

- To visit scene of accident (if applicable, i.e. where there is an off-site incident).

Deputy Head Systems (RDS), Back up: RJG

- Manage information and internal communications.

Media Liaison Officer (SLL), Back up: BJGW

- Deal with outside media and external communications.

RadSoc (EHMA), Back up: CMM

- Liaison with wider Radleian Community.

Others (TRGR, TCL, OWC, TCHN, LMH, JB)

- Roles to be allocated, according to circumstances, job responsibility and experience.

Additional Support Staff (AMB, SL, AMTH, GMADS, BJ)

Immediate Action Checklist

1. Team meets in IT Office (default) / RDS's Office / Foundation Office / Old Bookshop as appropriate.
2. Team briefing on incident (NM).
3. Assess level of crisis – incident, serious, major.
4. If off-site – EPJ dispatched to scene.
5. Team to take up roles as detailed below:

JSM

1. Communicates nature of incident to Council.
2. Refines pre-prepared press release.
3. Prepares a statement for parents to be sent by text.
4. Prepares statement for website.
5. Fields important phone calls from press, police, parents, Council etc.
6. To act as spokesperson throughout crisis. It is likely that if there is a significant, coordinated communication to be given to all staff and all pupils then the Warden will speak with staff whilst the Tutors read a message from the Warden to pupils.
7. To make important decisions as they arise.

NM

1. To ensure that all members of the Crisis Management Team are in position and are able to fulfil their roles.
2. To use back-up members of the Crisis Management Team as required.
3. Strategic control of crisis as it unfolds.
4. Decides on the best way to inform the school and CR. Depending on the nature of the crisis, this may involve:
 - a. Gathering all the boys in the Theatre
 - b. Social assemblies
 - c. CR meeting in Chambers. Or CR to be contacted by email / text

EPJ

1. Departs to scene of incident, taking off-site crisis kit to include:
 - a. iPad
 - b. Smart phone
 - c. MiFi
 - d. College credit card

2. If abroad, takes MFL don as translator. Empowered to speak for Radley on the spot.
3. Communicates all necessary information back to Radley.
4. Liaises with emergency services on scene.
5. Ensures pupils and staff who are not directly involved but are on the scene are looked after.
6. Looks after pupils and staff directly affected. Records whereabouts of all pupils and staff.
7. Visits / liaises with hospitals etc.

SJH

1. To effect Warden's contacts and meetings.
2. Record details of the event.
3. Log events / actions / decisions / outstanding issues.
4. Compile details of any casualties.

AA

1. Coordinate emergency assistance (liaising with emergency services when they arrive).
2. Liaise with local government departments, utilities, contractors.
3. All visitors to be met and escorted.
4. Control site access.
5. In the case of a prolonged crisis, ensuring that any external organisations (emergency services, press etc.) are catered for (tea, coffee and meals, if necessary).
6. To give advice on legal / insurance / travel implications of the crisis. Contacting Farrers.

DYA

1. Identify requirements of operational teams, specifically regarding utilities, IT, maintenance, and grounds staff.
2. Liaison with others as required, e.g. Catering.
3. Allocation of staff roles from operational teams.
4. Deployment of buggies, walkie-talkies and other resources to assist a particular situation.
5. Manage any issues arising with contractors and others on site.

RB / AJC / JDR / TCL

1. Pastoral team, Chaplain and Counsellors on counselling, managing fallout from the crisis among boys and families.
2. To work with Tutors to establish whereabouts of boys and to ensure that Tutors provide necessary supervision for boys in their Socials.
3. To ensure that Sub-Tutors meet in the Socials to help look after the boys.
4. Medical liaison: responsible, with the lead nurse, for welfare of pupils and staff requiring medical attention.
5. Have access to school medical records.
6. Liaison with school doctor and hospital.

RDS

1. With BJGW, manage website.
2. Gather data about boys / parents / contact details.
3. Print out relevant documentation for the crisis room.

SLL

1. Organise media briefing room: Silk Hall.
2. Communicate with parents. It is important to decide whether email (speed) or letter (formality) is more appropriate to the situation. Letters or emails going out to large numbers of parents must be checked by at least one other senior member of staff.
3. Have a press release ready to go, giving basic school information.
4. Work with external media advisor.
5. Video all interviews given.
6. Manage the list of external services and contract details which might be drawn on in emergency.
7. Access control.

HC

1. Keep School Co-curricular routines running while the crisis goes on.
2. Liaise with Co-curricular staff and dons.

JHCP

1. Keep School Academic routines running while the crisis goes on.
2. Consider staffing implications.

TRGR

1. Keep School Pastoral routines running while the crisis goes on.
2. Liaise with Co-curricular staff and dons.
3. Ensure discipline of boys.

TCHN

1. Handle communication implications within and between Tutors and wider Social Teams.
2. Represent Tutors and Socials, feeding information into the Crisis Management Team.

OWC

1. Handle communication implications within and between Academic Departments.
2. Represent Academic Departments, feeding information into the Crisis Management Team.

JB

1. Advise on IT issues including:
 - effecting communications;
 - building access control requirements; and
 - access to CCTV footage.
2. Liaison with suppliers as needed.

LMH

1. General logistical and advisory support.
2. Mobilisation of any CCF resources that may be required.
3. Assist in ensuring discipline of boys.

Other Staff (AMB, NC, KN, SL, AMTH, GMADS, BJ)

- Board writing, flip chart for paper record.
- Gathering information.
- Logging action taken by team using headings_A5 pre-printed:
 - Time
 - Event
 - Action
 - Signed off by

- Answering telephones.
- Disseminating information.

Establishing Nature of Crisis

What has happened?

- What, how, where (on site or off site) and when?
- Who is involved and extent of injuries?

How serious is it?

- How serious is the situation? Are lives at risk?
- Is it likely to escalate further or spread outside the College?
- Does it represent a risk to others?
- Have the Emergency Services been mobilised?
- What information do we need?
- Is the College's reputation threatened?

Are we in touch with those on scene?

- Have we got the right contact details?
- Do we have a back-up number if needed?

Have we got enough / the right resources?

- Around the table?
- Is more guidance or support required on site?
- Do we need to send staff?
- Do we need specialists (e.g. Chaplain, Security, Doctor, Linguists?)
- What additional support is needed and how urgently?
- Do we need specialist external assistance (e.g. Council services, counsellors, local police support, lawyers)?

Do pupils need to be evacuated?

- It is unlikely that all accommodation would be unusable.
- Pupils could be temporarily housed in other Socials, making use of CCF kit.
- Depending on the nature of the emergency we may ask parents to pick them up.

Are we in touch with everyone we need to be?

- Have we got holding statements in place (for both external and internal use)?
- What information is already circulating (rumour, social media etc.)?

- Are we monitoring the internet?
- Are we proactively in touch with the following – who and how?
 - Council
 - Tutors, PHMs, Staff in general
 - Parents (of pupils and staff)
 - Pupils
 - Are we in touch with external agencies – who and how?

Press Holding Statement

Time:

Date:

Issue Number:

Press Statement

Radley College regrets to confirm that

..... *(state what is known has occurred, when and where)*

Our first concern is for the safety and welfare of those involved.

A member of the senior staff has been sent to the scene and the school's incident response team is working alongside the emergency services and the authorities.

Details about the situation are still not known, but every possible action is being taken to look after the welfare of those directly and indirectly involved.

More information about the situation will be released as soon as it becomes available.

Concerned relatives or friends should call the Helpline: 01235 548585

All media enquiries should call: 01235 543127

-Ends-

Specific Sample Scenarios

The cases which follow by no means attempt to cover all possible crises but rather are meant to provide examples of good practice. Inevitably, real incidents are unlikely to follow the exact pattern for which these procedures have been drawn up and some flexibility is needed in deciding on appropriate action.

Death of a pupil as a result of a school activity during term time

Immediate Action

1. Teacher i/c activity ensures that no other individuals are at risk and attends to any other serious injuries. If he is alone then he should send for help from another adult.
 2. Teacher i/c or another member of staff informs the emergency services.
 3. Teacher i/c or another member of staff talks to other pupils. Pupils should be told that the Warden will be ringing the parents and ask them not to pass on any information until then. If necessary he should seek assistance from another teacher / PHM to help look after pupils whilst he passes on information to the Warden.
 4. Teacher i/c informs the Warden (or in his absence, the sub-Warden – or in his absence a Senior Master). Notes should be taken on:
 - The details of the incident, including time and place
 - Which other people were present (pupils, members of staff and others).
- He should take steps to get hold of any relevant documentation such as risk assessment forms.
5. A press holding statement is prepared.
 6. The Warden informs the relevant Tutor and the Chaplain (making it clear that the parents have not yet been informed).
 7. The Tutor informs the sub-tutor and PHM (making it clear that the parents have not yet been informed).
 8. The Warden contacts the parents of the deceased boy. If at all possible he should meet them.
 9. The Warden informs the Chairman of Council and together they should begin to consider whether any action should be taken with regard to the teacher involved. This may, if necessary, involve suspension from duty pending investigation.
 10. The Warden informs the Senior Management team (including the Bursar) and all Tutors.
 11. The Warden talks to Common Room and explains what can and cannot be said.

12. The Bursar ensures that no inappropriate letters (which may cause distress) get accidentally posted to the parents.

13. Tutors ring parents of boys who witnessed the event and close friends of the boy.

14. Tutor locks the boy's room.

Action within 24-48 hours of the incident

15. The Warden and Tutor write a letter of condolence to the parents of the deceased boy.

16. The Warden writes to all parents informing them of the incident if he feels this is appropriate.

17. At an appropriate time the Warden holds a school assembly to inform the school of what has happened. Common Room to attend. This is likely to be followed up with Social assemblies.

18. Senior Master i/c Pastoral issues informs the School Counsellor. It may be necessary to arrange additional counselling support.

19. If it seems appropriate then Tutors may inform certain boys and parents that boys may book time with the School Counsellor (but it should not be automatically assumed that all those involved need counselling – in many cases the best way for a boy to grieve is for him to be with his friends and to talk about the incident in his own time and in his own way).

20. A group including the Warden, Chaplain and Tutor meet to decide how best to allow members of the school to mourn. This should take into consideration the parents' wishes and may include a pupil presence at the funeral, a special remembrance service in chapel and an opportunity to donate to a nominated charity.

Later action

21. Bursar writes to the parents about financial matters (insurance etc.)

22. Double check that all school databases have been updated.

23. Tutor makes arrangements for boy's possessions to be returned to parents.

Natural Disaster / Fire / Power Outage / Terrorism / Firearm and Weapon Attacks

Immediate Action from Staff in event of crisis

Awareness of fire risk and drills regarding fire alarms to evacuate buildings is well rehearsed. However, procedures required may be different in other incidents – such as a suspected terror attack, when the requirement may be for “lock down” rather than evacuation.

It is the intention that text message and email will be used to communicate details of undefined incidents and instructions for staff and visitors. What follows therefore is necessarily generic.

Sample messages. Messages to be sent by text and email may take the form of the following...

1. There is an incident on campus. Please await further details.
2. There is an incident on campus in the area of []. Please evacuate [].
3. There is an incident in the area of []. Stay indoors and await further instruction.

Lock Down

If the instruction is to “lockdown”, then in general terms:

- Those inside a building should remain inside.
- Those outside and close to a College building should go inside and remain there
- Those outside with no College building nearby, but who hear a disturbance, should run away from the noise.

The core advice provided to staff and visitors for emergencies is:

RUN to a place of safety. If there is nowhere to run to,

HIDE turn your phone to silent and turn off vibrate. Only when it is safe to do so

TELL the police by calling 999

See also “Firearm and weapon attacks – Supplementary Guidance”, below.

Power Outages

The following are additional considerations for power outages affecting the campus or large parts of it.

1. **Communication.** While text and email should still work, there will be a greater need for word of mouth communication
2. **Food.** The Catering team cannot be expected to provide centralised feeding for all during a sustained power outage, and will implement whatever contingency plan it can. Notices on arrangements will be placed at the entrance to Hall, with priority given to feeding boys, not staff. Socials may need to collect supplies.
3. **Water.** Supplies of drinking water should be identified.
4. **Sanitation.** Not all toilets or showers will work.
5. **Heat and Light.** The priority for each Social is to have emergency lighting and to identify protocols for ensuring all are reasonably warm.

Generic Procedures in a Crisis Scenario

1. Summon assistance if there are not many members of staff present.
2. Check that all pupils and staff are accounted for (roll call).
3. Ensure that pupils and staff are kept away from danger (e.g. in the case of a fire in a Social, remove the boys to another Social at the other end of the campus).
4. Attend to injured pupils / staff.
5. Inform emergency services 999 and, if appropriate, the anti-terrorist hotline 0800 789 321.
6. Give appropriate senior teachers the following roles (see p2):
7. In the case of a terrorist attack or natural disaster initially confine boys to Socials.
8. In the case of a terrorist attack or natural disaster try to establish more information (see emergency websites and telephone numbers). Seek advice from appropriate authorities.
9. Make sure that any such information is distributed to all staff.
10. Warden to inform Chairman of Council.
11. Warden to decide whether a campus-wide evacuation is warranted.
12. If necessary, Warden to send a global e-mail to all parents to keep them informed of the situation.

After the event

13. Warden to debrief school.

Firearm and weapon attacks – supplementary guidance

Attacks involving firearms and weapons are still infrequent but it is important to be prepared to cope with such an incident. The advice below from the National Counter Terrorism Security Office can be used in staff and whole school briefings.

In the event of an attack take these four actions:

1. **Stay Safe**

- **Under immediate GUN FIRE** – Take cover initially, but leave the area as soon as possible if safe to do so
- **Nearby GUN FIRE** - Leave the area immediately, if possible and it is safe to do so.
- Leave your belongings behind.
- Do not congregate at evacuation points.

COVER FROM GUN FIRE	COVER FROM VIEW
Substantial brickwork or concrete	Internal partition walls
Engine blocks of motor vehicles	Car doors
Base of large live trees	Wooden fences
Earth banks/hills/mounds	Curtains

REMEMBER - out of sight does not necessarily mean out of danger, especially if you are not in 'cover from gun fire.'

IF YOU CAN'T ESCAPE - consider locking yourself and others in a room or cupboard. Barricade the door then stay away from it. If possible choose a room where escape or further movement is possible. Silence any sources of noise, such as mobile phones, that may give away your presence.

2. **See**

The more information that you can pass to police the better but NEVER risk your own safety or that of others to gain it. The College's CCTV may also assist.

If it is safe to do so, think about the following:

- Is it a firearms / weapons incident?
- What else are they carrying?
- Moving in any particular direction?
- Are they communicating with others?
- Exact location of the incident.
- Number and description of gunmen.
- Type of firearm - long-barrelled or handgun.
- Number of casualties/people in the area.

3. **Tell**

- **POLICE** - contact them immediately by dialling 999 or via your control room, giving them the information shown under 'See'.
- Use all the channels of communication available to you to inform staff, visitors, neighbouring premises, etc of the danger.

4. **Act**

- Secure your immediate environment and other vulnerable areas.
- Keep people out of public areas, such as corridors and foyers.
- Move away from the door and remain quiet until told otherwise by appropriate authorities or if you need to move for safety reasons, such as a building fire.

Armed Police

In the event of an attack involving firearms or weapons, a Police Officer's priority is to protect and save lives. Please remember:

- Initially they may not be able to distinguish you from the gunmen.
- Officers may be armed and may point guns at you.
- They may have to treat the public firmly. Follow their instructions; keep hands in the air / in view.
- Avoid quick movement towards the officers and pointing, screaming or shouting.

Additional guidance/reference material, e.g Procedures for Handling Bomb Threats, available from the National Counter Terrorism Security Office (NaCTSO).

<https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

Epidemic / Pandemic of a potentially life-threatening disease

Throughout the different stages of the crisis, the College / College Doctor to keep informed about government advice including vaccination policy.

See: <http://www.dh.gov.uk>, (in particular <http://www.dh.gov.uk/pandemicflu>) and <http://www.hpa.org.uk>.

Action to be taken may include:

Phase 3:

- Crisis management committee meet to assess risk and update policy.
- School to provide this document to concerned parents and to update when necessary.
- Ensure that school has up to date contact details for staff and parents.
- Ensure we have guardianship details for boys who live abroad.
- Also ensure we have guardianship contact for boys in the country (in case parents are infected).
- Consideration given of how to deliver work to pupils should the school be required to close (e-mail / internet).
- Consider the effect on the College if other essential services are disrupted.

Phase 4:

- Crisis management committee meet to assess risk and update policy.
- Viability of overseas trips reviewed.
- If any pupils live overseas and have no guardianship arrangements in the UK the school should ask the parents whether they wish to immediately repatriate the pupil. Any pupil remaining in the UK into phase 4 would risk being unable to travel overseas at phase 5 or phase 6 due to possible disruption of international travel.
- Activity in Countryside Centre reviewed.
- Catering procedures reviewed - in particular, emphasize food handling policies and consider the possibility of bulk purchase of non-perishable foods and water supply.
- Review housekeeping policies on matters such as disposal of tissues.
- Review laundry policies on matters such as separate washing of potentially infected material.
- Review hygiene and infection control procedures in Socials in consultation with Medical Centre.
- For example the boys should be encouraged to:
 - Make good hygiene a habit.
 - Wash hands frequently with soap and water, or an alcohol-based hand cleaner.
 - Cover their mouth and nose with a tissue when they cough or sneeze.
 - Put used tissues in a waste basket.

- Cough or sneeze into your upper sleeve if you don't have a tissue
- Clean their hands after coughing or sneezing.
- Eat a balanced diet: incl fish, plenty of vegetables, fruits, beans, whole grain products.
- Drink lots of water
- Go easy on salt, sugar, alcohol, and saturated fat.
- Exercise on a regular basis
- Get plenty of rest.
- Stay at home if they are sick over the holidays / exeats.

Phase 5:

- Crisis management committee meet to assess risk and update policy.
- Consider whether it would be wise (medically or politically) to remove bird products from the menu.
- Inform all parents of this policy.
- Draft template letters for school closure and reopening.

Phase 6:

- Crisis management committee meet to assess risk and update policy.
- All trips / exchanges cancelled.
- Give parents an opportunity to remove boys.
- Risk assessment on all visitors from areas where there is pandemic.
- Quarantine for pupils / staff who may have been in affected areas abroad.
- Staff advised not to travel to such areas.
- Final plans drawn up for remote delivery of courses.
- Update policy in line with the emerging situation and ensure that parents are kept informed. Use e-mail / internet to ensure information is prompt and easily accessible.
- The length of interval between phases 5 and 6 will determine to a large extent whether vaccine can be developed in time for the first wave of illness in the UK.
- Plan for staff absence from work. The business community is planning on the basis of a 25% absenteeism of staff at the peak of the pandemic (possibly 5-8 working days – over a period of 3 to 4 months). However modelling suggests absenteeism due to the pandemic will rise to a peak of 5-7%, the higher number including those who would need to look after those who are ill. Even in the reasonable worst case of a 50% attack rate these figures only rise to 10-15%. However the absenteeism rate would not be uniform and some employers may be particularly badly affected.
- Catering procedures reviewed - in particular, consider removing choice from the menu to avoid wastage. Consider increasing stock of non-perishable goods.
- Staff advised not to come in to work if they have 'flu like symptoms (sudden onset of fever, headache, muscle pains and feeling ill, with or without sore throat, cough or difficulty breathing).

Treatment of infected pupils:

It is likely that we will not have to deal with infected individuals until phase 6 and hopefully this will be avoided all together by an early closure of the school.

In the unlikely event of a pandemic infection being identified in school the Medical Officer will assess (in consultation with parents) where best to care for the boy.

The Medical Centre has limited capacity but will allow for initial isolation of pupils.

Closing the School:

Children are highly efficient 'spreaders' of respiratory infections but there is some evidence that such infections spread less among children in holiday periods than in term time (this is likely to be especially true of boarding schools). If the situation reaches phase 6 level 3 (or possibly before) then it is extremely likely that the school should close. This decision will be made by the Warden in consultation with Council. If so:

If a pandemic were to arrive in term time then it may be necessary to retain accommodation for a small number of pupils (e.g. in case parents are infected or pupil lives overseas with no UK guardianship arrangements). If so, these pupils should be accommodated in small groups and limit social mixing.

- If a pandemic were to arrive in the holidays it is likely that the school would remain closed.
- Boys who live abroad may have to stay with guardians in the UK if their home country is a high risk area or if transport is disrupted.
- Regular communication with staff, pupils and parents by e-mail and website.
- Pupils follow courses via e-mail and website.
- Warden in consultation with Council decides when school should reopen following advice from government agencies.
- Some individuals who have been near pandemic cases may need to remain in quarantine for a period after school reopens.

Evacuation Plan

- Reciprocal arrangement with Abingdon School
- Tutors to assemble boys for evacuation
- Transport from site
- Catering requirements
- Getting boys home/collection of pupils
- Relocating families
- Exam provision

An Allegation of Staff Misconduct relating to Child Protection

If an allegation is made

- If a child tells a member of staff about an incident of this type the member of staff should limit any questioning of the child to the minimum necessary to seek clarification only on whether abuse has occurred.
- Stop asking any more questions as soon as the pupil has disclosed that he believes that something abusive has happened to him, or to someone else.
- Tell the informing pupil that the CPO will now make sure that the appropriate people are brought in to follow the problem up (these will include the specialist social worker, and that worker may need to involve the Police).
- Ask the informing pupil or adult what steps they would like taken to protect them now that they have made an allegation, and assure them that the school will try to follow their wishes.
- Refer the matter immediately, with all relevant details, to the CPO, as above.
- Make a written record as soon as possible of what they have been told, and make a copy of this available to the CPO.

Considerations if it is decided to Suspend a Teacher

1. Care to be taken regarding the flow of information until an announcement has been made.
2. Depending on the situation it may be necessary to insist that the teacher does not reside in college during the suspension. If he / she does reside in college he / she should have no contact with pupils.
3. At an appropriate time as determined by the nature of the allegation and the Child Protection investigation, the Warden sees the parents of the boy involved.
4. The Warden informs Chairman of Council.
5. A press holding statement is prepared.
6. The Warden informs SMT and the relevant tutor.
7. The Warden informs HoD (about the decision to suspend the member of staff - but not necessarily the reason why).
8. The Warden consults with HoD and Academic Director over cover of lessons / responsibilities.
9. The Warden calls a meeting of Common Room. Informs them of the decision to suspend the teacher (but not the reason why). Asks them not to speculate or discuss the issue with others.

10. The Academic Director speaks with and thanks members of staff who will cover lessons / responsibilities. If necessary, he makes arrangements for someone to come in to cover lessons / responsibilities.

11. Appropriate changes are made to the timetable to reflect cover.

12. Warden holds assembly. Depending on circumstances, Warden states to pupils that teacher has been suspended and that they should have no contact with him / her during the suspension. He explains arrangements for cover.

13. Depending on circumstances the Warden writes to all parents at this stage.

Additional Considerations if it is decided to Dismiss a Teacher

14. Advertise for a replacement teacher.

15. The Warden writes to all parents.

Incident Preparation and Planning – Checklist

The following is intended as a checklist to be referred to from time to time, and to be updated following drills and incidents, to capture the key areas of preparation for an incident.

CMT members to have pre-programmed mobile numbers for other CMT members on their phones.

Kit Requirements (varies according to role in an incident)

- Mobile phone
- Telephone lists (staff, boys, telephone cascade trees)
- Water
- Torches
- Back-up power supplies
- Blankets, duvets

Additional Considerations

Incident Room

- Regular test of communications
- Is it secure?
- Are incident basics prepared and ready (phone lists, up-to-date plan etc?)

For each building on campus

- Who is responsible for that building?
- Where is the safest room?
- Where would I congregate people?