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## Critical Incident Plan Policy

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## CRITICAL INCIDENT PLAN

Handling crises is a normal part of school life. Some incidents, however, are of a more critical and overwhelming character in which staff, pupils and parents may experience acute, even prolonged, distress. The following are examples of such incidents:

- The death of a student(s) or member(s) of staff through sudden accident, murder, terminal illness or suicide.
- A violent attack or violent intrusion onto School premises, e.g. involving an armed intruder or a bomb alert.
- Fire, flood, building collapse or major vandalism in the School.
- A hostage situation.
- A disaster in the community, e.g. transport accident, terrorism
- Fatal/major road traffic accident involving school transport
- Fatality/serious injury on school trips
- Meningitis or other contagious death
- Discovery of a bomb shell onsite

It is self-evident that a school which has anticipated a major critical incident, and laid plans for managing a response, is likely to handle the actual event more effectively and confidently. If we all know who will assume key roles, have checklists and procedure in place, contact lists up to the minute and a tested framework for communications - then our response to a crisis will be more assured than even the most intelligent improvisation. This document is designed to encourage and support pre-planning. It is divided into four sections:

1. Preparation
2. Immediate actions

### **1. – Preparation**

A Critical incident Team (CIT), collectively take charge in an emergency. There should be a clear CIT leader. The CIT structure is included within Appendix A. This should be updated when necessary.

It is crucial that the basic information, contact lists, communication, and procedures are known to all key staff and are kept up to date. The Headteacher is responsible for the appropriate briefing of academic staff; the appropriate senior representative will be responsible for briefing the support staff. Each member will have a vital role to play in any incident.



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1.1. Teachers responsible for away trips must provide, and leave with the appropriate senior line manager, all the information required before leaving the school. A risk assessment must be carried out for all trips. Routine trips, such as regular visits to a familiar venue, may be covered by a standing risk assessment.

## **2.- Immediate Action**

The staged action plan below takes as an example of a serious incident involving a number of children off school premises. It adapts readily to other circumstances.

On being informed of a potential crisis (a crisis or potential crisis may only be declared by the Headteacher or, if away, his/her designated Deputy), the immediate actions are:

i. Obtain and collate information:

- What has happened?
- Where and when?
- Name and contact number of an adult at the incident site.
- Extent of injuries, numbers and names.
- Location of injured, name and contact of adult present
- Location of uninjured, name and contact of adult present

If the incident takes place during a school trip, there should be a full list of pupils and staff involved on the trip and a list of contact numbers.

- What immediate help is required from the school?

ii. Gather and brief the Critical incident Team (CIT)

iii. Take notes about action being taken.

iv. Contact families whose children are involved when the basic facts are clear. This should be done quickly and with sensitivity. Contact each family directly, as consistency of information is vital. Set up a small band of callers, as can often be necessary, to speed-up the process.

v. Make arrangements for informing other parents

vi. Inform CEO King's Group (CEO to contact King's Board Chair), teaching staff and support staff as appropriate.

vii. Consider need to contact:

- Pupil lists (on iSAMS)
- Staff lists (on iSAMS)
- 112 Fire brigade, rescue services, civil protection (also general emergency number);
- 110 Police;
- 113 Ambulance;
- 114 Gas emergency;



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- 80001234 Healthcare services. You can call this number weekdays from 8.30am - 5pm

Calls to 112 are answered on average within 6 seconds and are answered in Spanish

## COMMUNICATIONS

- Ideally, identify a separate dedicated phone line for all calls concerning the incident. If this is not feasible then a direct line could become the dedicated line, as this is not required for day to day calls. The person dealing with the incoming calls should be provided with an agreed factual statement (compiled by the Head and ratified by the CEO and the Marketing Department) along with reassuring details of the action being taken at the incident site. It is important to avoid speculation. Restrict comments to FACT.
- Information for “Governors”. The CEO King’s Group must be kept informed of significant developments (and report this to Chair of Governors). Arrangements will need to be made for others to be informed.
- Information for teaching and other staff: all adults in contact with pupils must be kept well informed and feel secure in handling questions and comments. A schedule for regular updating needs to be arranged, e.g. during breaks or first thing each morning. Such meetings ensure that knowledge is common and questions answered. Staff should be cautioned against using social media throughout the crisis and/or talking to the media or responding to questions from reporters; all enquiries should be directed to the media office.
- Inform the Police. The Police should be informed of the incident. Even if the incident does not directly involve the Police, they may be able to help the School deal with controlling unsolicited callers.
- Information for pupils. This is best done in class, with particular care being taken to protect and support both children close to someone involved with the incident and staff who are unable to handle the emotions or distress confidently. The pupils must receive a consistent account of the incident.
- Inform other parents. Parents not directly affected by the incident should be contacted by letter. This should give the necessary facts, expression of sympathy/concern and possibly a message for the community. Again this letter will need to be compiled by the Head and ratified by the CEO and the Marketing Department. It is important to remember that such a letter is likely to be accessible to the media, so care must be taken in its preparation. If possible, the letter should be sent home with pupils at the end of the day of the incident.



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## **Dealing With the Media**

Only the designated spokesperson should make the direct response for the school. In addition, an agreed press release (duly ratified by the CEO and Marketing department) should be prepared for the media from which anyone confronted by the media can speak.

### **Roles for office staff**

These may include:

- making and/or receiving telephone calls
- dealing with distressed visitors to the school
- sorting and collating information
- organising a parents room
- dealing with "normal" School business

Other points to consider:

- Office staff need to be clear about the facts - who they should tell and what they should tell - always maintain appropriate standards of confidentiality.
- Keep records of telephone calls made and received/people contacted, etc. consider preparing a proforma for this.
- Consider training for staff in how to deal with difficult/distressed people both in person and on the telephone. Is there a procedure for summoning help to the office in the event of any angry/violent visitor

This work will be very stressful for office staff, ensure that:

- time on task is carefully monitored
- staff take regular breaks
- they have reserve staff on call to lend a hand



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## **SUPPORTING STUDENTS IN THE EVENT OF A CRITICAL INCIDENT**

### **Students need access to clear and concise information**

- Teachers should stick to the facts and not be tempted to give speculative comments.
- Act promptly to dispel rumours and misinformation which can cause unnecessary distress.
- Be explicit in acknowledgement of the event.

### **Give opportunities for students to talk through personal reactions**

- It is helpful to provide a quiet, private place for students to go to.
- Allow students to express feelings.
- Anticipate and understand students' reactions.
- It is important to help students realise that grief is a *natural* and *normal* reaction to loss.
- Children with previous bereavement/ loss/ separation experiences and those with special educational needs may need extra support.
- Be alert to the possible occurrence of unhelpful grief responses such as anger, bullying and scapegoating - act promptly and positively to defuse and deflect such behaviours.

### **Formal grieving**

- Give opportunities for students to write and draw, send cards or flowers, letters of condolence, attend funerals, plant a tree, etc. A special assembly or memorial service may be appropriate.
- Be aware of differences in cultural, spiritual, religious values.

### **Establish normal routines**

- The School is the normal place for a child to be and offers security at a time of insecurity.
- Children will look to teachers for role models of how to deal with death and crisis.
- Trauma reactions are normal reactions and are best helped in a normal and familiar environment.



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- Returning to the normal routine of academy life also reinforces a feeling of security.
- Encourage and support the return to School of students and staff most affected.
  - Recognise that emotions and feelings may differ from student to student.
  - Strong feelings and emotions are perfectly normal reactions in the immediate aftermath.

## **SUPPORTING STAFF**

- There should be recognition of the differing needs of each affected individual.
- All staff need to be familiar with the School's Critical Incident Policy.
- Teachers need to consider their own feelings related to either the present incident or past experiences, so they can feel comfortable in dealing with children's distress.
- Some teachers may wish to take a less active role in supporting others.
- School staff need to be supportive of each other at this time, eg staff may wish to schedule staff meetings in order to receive further advice on how to support bereaved children.
- All staff need to be aware of possible delayed reactions, particularly of those actively involved.
- Staff who are co-ordinating the school's response should be supported and scheduled for relief periods.
- Arrangements may need to be made for staff to see a counsellor or talk with an outside agency/support worker, either singly or as a group.
- Some staff may find it helpful to make a personal gesture, such as by sending cards/flowers, letter of condolence, attending the funeral.

## **SUPPORTING PARENTS**

- Whether the incident has occurred at the school or off site, parents are likely to look to the School for information, advice and support.
- Prepare a room with tea/coffee making facilities where parents can congregate.
- Allocate a member of staff to be available to talk to parents and keep them up-to-date with information as it becomes available.
- Provide information leaflets about the impact of trauma and sudden death and likely reactions these can be prepared and collected in advance by the School as part of the Contingency planning process.



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- Provide information about the types of support that are available to them and their children both in school and within their local community.

## **SUPPORT FROM THE EDUCATIONAL PSYCHOLOGY SERVICE**

The team of Educational Psychologists who respond to the School's request for help in dealing with a Critical Incident work alongside the Headteacher and Senior Leadership Team. This support is aimed at helping school staff manage and cope, both professionally and personally, with the impact of the incident on the School. It is designed to be flexible and responsive to the School's needs at all times.

- Advice and help for staff in dealing with distressed students, parents and colleagues.
- Psychological support for those students and adults most closely affected by the incident.
- Advice on dealing with the media and other demands made on School staff at this time.
- Advice on issues such as "marking the event" and "getting back to normal".
- Advice on ways to manage the likely short term and long term effects of the incident on individuals, the School and the local community.

### **Debriefing**

It is important, after the incident, to look back at the operation and assess to what extent it was successful, and therefore the Critical Incident Team (CIT) should ask itself the following questions:

What went right?

What went wrong?

What could we have done better?

What had we not thought about?

What lessons have been learnt for the future?

These conclusions should be logged for future reference



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**APPENDICES:**

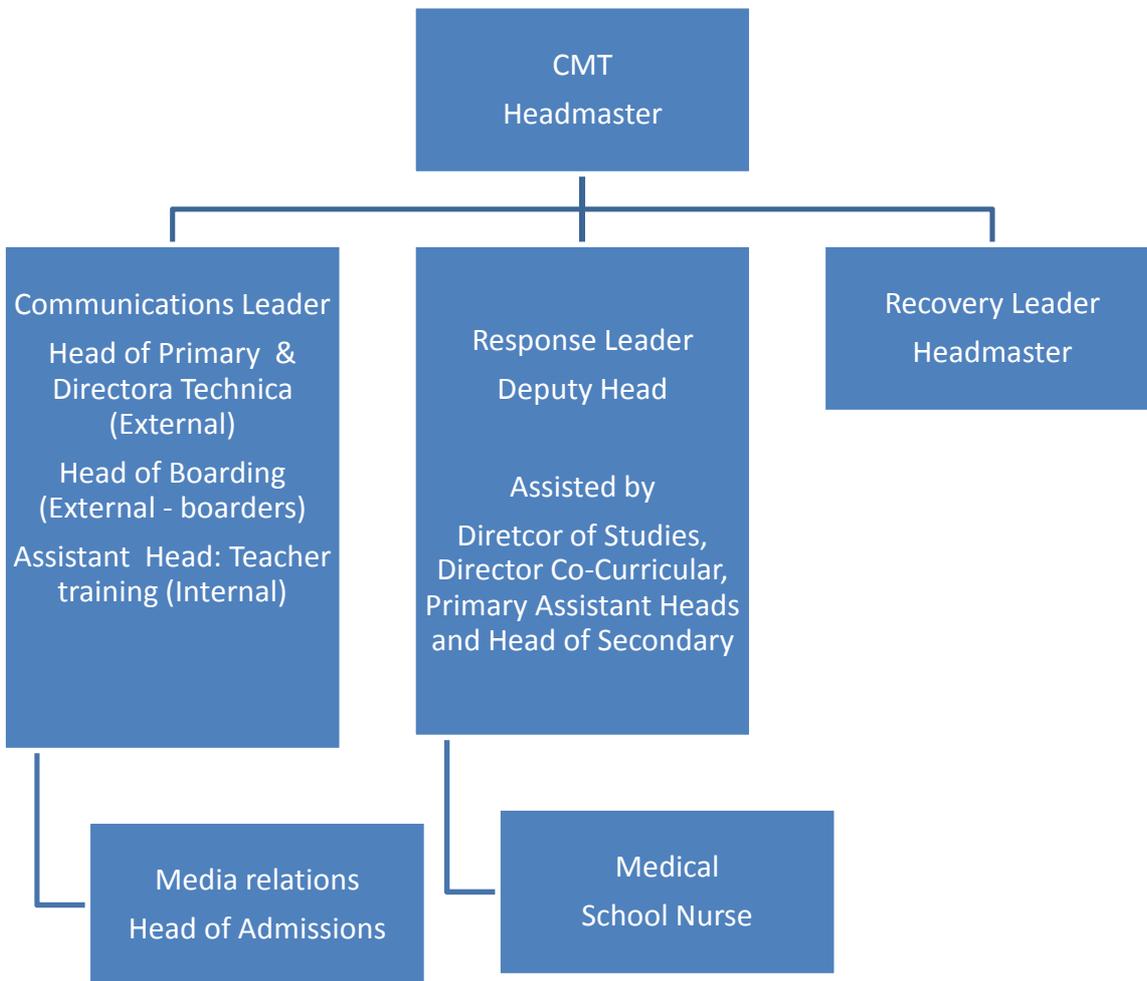
- A. Critical incident Team (CIT) structure
- B. Managing the Incident - check list
- C. Emergency occurring while Pupils are on an organised trip
- D. Estates Recovery Checklist
- E. Continuity of Services Plan
- F. Media Check List
- G. HR Check List
- H. Suggested Incident Box
- I. Lock down
- J. Earthquake
- K. Example letter
- L. : Map of School Site with Alternative Exits



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### Appendix A: The Critical incident Team (CIT) Structure





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## **Appendix B: Managing the Incident: Checklist**

- Obtain and collate information about what has happened.
- Gather and brief the Critical Incident Management Team.
- Inform the CEO King's Group and any others who might be able to offer help or special services.
- Prepare an agreed factual statement; this should also contain information about action being taken.
- Contact families whose children are involved.
- Make arrangements for informing other parents.
- Inform teaching and support staff.
- Inform pupils.
- Encourage people involved to talk.
- Be ready to deal with the media.

## **Handling the Reactions of Those Affected**

- Information about the incident.
- Explicit acknowledgement of the incident.
- Opportunity to talk through or otherwise express personal reactions.
- Providing support for those helping others.
- Re-establishment of usual routines.
- Return to school by pupils or staff directly affected.



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## Appendix C: Emergency Occurring Whilst Pupils Are Off-Site

The normal initial POC (point of contact) at School for a trip leader in the event of accident/incident is the Headteacher. A decision will be taken by the senior member of staff present as to who will lead the response, or if the event is serious enough to warrant the activation of the CIT and the full Critical incident procedure.

Details of the trip, nominal roll and the contact details will be lodged in the Trips/Trips/Current and future trips folder.

Parental contact details are accessible on the school data base.

On notification that an accident has occurred, the POC is to:

- Obtain the name and contact numbers of the person calling you
- Get as much information as possible using the Emergency Action Checklist (below) as a guide.

Find out:

- Where any injured member of the party has been taken
- Known details of injury etc
- The name of any other persons with them
- Does this person have a contact number?
- Where the remainder of the party are
- Who is with them?
- Does this person have a contact number?
- Is there anything that your caller wants you to do / they need at this time
- Details
- Has anyone else been informed of the accident
- Details
- Any other information
- Arrange for regular updates even if there is nothing new to report
- Write all of this down as you go. Set up a written log and record all of your actions including



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- Time of action
- Response due
- By
- From
- Any expenses incurred
- Follow up when response due



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## **Appendix D: Estates Recovery Checklist**

- The following list of responsibilities has been developed to assist you during the performance of a recovery operation.
- The actual occurrence will dictate the need to perform the predetermined tasks and establish their timing. You will be required to perform these tasks in a sequence dictated by the situation. Therefore, read the entire section prior to proceeding with any actions.
- After the Business Continuity Plan has been officially activated, perform the following tasks:
  - - Participate in the School Recovery Team's (could be the CIT) implementation meeting.
    - Participate in the assessment and implementation planning stages of the Recovery operation.
    - Assist in the assessment of damage.
    - Assist in the identification of recovery goals and objectives.
    - Conduct an initial Estates Team meeting.
    - Organise Site Survey as soon as safely practicable.
  - If necessary using specialists (in-conjunction with Loss Adjusters) receive Survey Damage Reports on (if applicable): -
    - Structural stability.
    - Access - Road
    - Power
    - Water – fresh for site, sewage removal
    - Gas.
    - Waste and Debris removal.
    - Drainage.
    - Services.
    - Contamination.
    - Safety.
    - Security.
    - Plant.
    - Immediate Environment.
- On receipt of reports determine the Premises restoration activities required as follows (again in-conjunction with (Landlords) Loss adjusters): -
- Premises undamaged and contents with minor to major damage.



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- Initiate contents salvage activities.
- Initiate premises clean-up activities.
- Premises with minor damage and contents with minor to major damage.
  - Initiate site repair and clean-up activities.
  - Initiate contents clean up and repair activities.
  - Initiate replacement activities for destroyed items.
- Premises with major damage and contents with major damage.
  - Initiate in-depth damage assessment and salvage activities.
  - Initiate Premises reconstruction activities.
  - Initiate premises re-equipping activities.

**Recovery and Restoration Procedures**

- If major reconstruction of the site is necessary ensure that the work proceeds so that current and future needs of the site are recognised and that historical provision is not just blindly reinstated.
- If the site is to be operational in part or in whole during the recovery period ensure that operational areas are cordoned off.
- Ensure that all people working on the site have had the necessary safety briefing
- Ensure that safety instructions as to the control of Contractors are followed in full (i.e. ensure that no short cuts are taken to regain operational capability, where such short cuts compromise safety).
- Pay particular attention to the use of Permits to Work.
- Establish an initial plan for restoration activities and identify required personnel and resources.
- Promptly notify Critical Incident Team of restoration and salvage activities status or status changes, including proposed and actual costs.
- Act as an interface between all departments, contractors, and vendors regarding assessment, salvage, and reconstruction activities.
- Request assistance from the utility companies, if required, to assess damage and restore service.
- Request assistance from the general contractor and/or architect for the affected building(s), if necessary, to assess damage and/or structural integrity.
- Provide a forecast of the restoration programme on a time/cost basis and update at regular intervals.
- Prepare reports on work in progress, and actual and projected costs of the same.



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- Monitor all Premises construction, repair, or selection activities with appropriate staff representatives.
- Collect regular written recovery status reports from all Premises Restoration Team members; prepare an overall report and forward to the School Recovery Team Leader.
- Maintain all Estates Team meeting reports and minutes. Significant actions, decisions, and events should be recorded in an incident log.
- Ensure all repairs / restoration works meet current regulations, and monitor warranties and guarantees after Recovery Operations cease.



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## **Appendix E: Continuity of Services Plan**

The school should be prepared for the loss of part or even all of the school buildings in the event of fire, a structural fault, partial flooding, etc. Contingency plans therefore need to be drawn up so that the school is as well prepared as possible in such an event and can continue to teach the pupils as normally as possible.

- In order to do this, the following considerations need to be borne in mind:
- Draw up a list of all school facilities and available space that could be used as classroom areas in an emergency
- Identify a supplier(s) of mobile classrooms
- Assess availability of outside space to accommodate mobile classrooms
- Identify a supplier(s) of school furniture who could provide desks, chairs, etc.
- Review alternative meals arrangements should the kitchens become unusable
- Review alternative space/timetable should the dining area be affected
- Consider reorganisation of existing classrooms according to class sizes
- Identify possible alternative sites (large or smaller) outside the school premises where teaching could be continued



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## **Appendix F: Media Check List**

### **Do's**

- Always refer journalists from newspapers, radio, television or the trade press to your press officer or site media contact.
- Consult senior management about arrangements for an interview.
- Discuss your story beforehand with senior management
- Prepare yourself thoroughly before every interview.
- Limit yourself to your own field of responsibility.
- Begin with the main points; summarize them, if possible use facts or third party evidence to prove your point.
- Use simple language - avoid jargon.
- Give straightforward answers to questions, but do not let them prevent you from getting your message across.

### **Don'ts**

- No information should be published on any form of social media, without prior authorization from the CIT
- No information should be given to the press without consultation with the spokesperson.
- Never talk "off the record".
- Never say things you would not like to see printed or broadcast.
- Never give information and then add what you have just said is confidential; no journalist is obliged to accept that.
- Never argue with a reporter - control your emotions.
- If you don't know the answer to a question, say so.
- Never let reporters or journalists put answers in your mouth or provoke you into being a critic.

### **Never ever give:**

- Financial information about the School beyond that officially published
- Student figures/costs
- Strategic information.
- Information on security matters.
- Political opinions or views of individuals



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## **Appendix G: Human Resources Checklist**

The following list of responsibilities has been developed to assist you as Chief Resources Officer (CRO) in the performance of a recovery operation. The actual occurrence will dictate the need to perform predetermined tasks and establish their timing.

You will be required to perform these tasks in a sequence dictated by the situation. Therefore, read the entire section prior to proceeding with any actions.

- Participate in the School Recovery Team Leader's implementation meeting.
- Participate in the assessment and implementation planning stages of the recovery operation.
- Assist with identifying suitable staff (Teaching Resources) as set out in the Strategy for Recovery
- Staff not required at the affected site, or at a relocation site, should be sent home with instructions to be available for contact at their home address during normal working hours.
- Set up a system to ensure that out of pocket expenses are paid as quickly as possible
- If additional (temporary) employees are needed as far as reasonably practicable follow best recruitment practice by
- Taking up references
- Checking both (correct type for proposed employment) driving licenses and ability to drive for new drivers, essential if they are to drive for example mini buses to transport students / staff
- Arrange payments of salaries etc; also provide claims for personal items, which may have been lost in the incident.



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- **Appendix H: Incident box**

The Incident Box should be kept in a designated safe place as far away from the centre of the building as possible.

Incident Box Contents:

- A copy of this plan
- Business Recovery Team contact list
- Copies of site plans for use by Emergency Services if required.
- List of any hazardous or flammable substances
- Torch (& spare batteries)
- Coloured hi visibility tape
- Safety wear such as
  - Hi – Visibility jacket(s)
  - Safety Gloves
  - Overalls
- First aid
  - manual
  - List of first aiders
  - Box
- Incident Log.
- Procedure for turning off services:
  - Electricity
  - Gas
  - Water
- Paper (headed and plain) including note pad, pens, markers



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## **Appendix I: Lock down**

### **Introduction**

The purpose of these procedures is to provide instructions for staff in the event of an incident that requires whole school lockdown. These instructions should be read in conjunction with the school fire evacuation instructions and the school safeguarding policy.

### **Lockdown Procedures**

#### Circumstances triggering a lockdown

These lockdown procedures are planned as a swift response to an immediate threat to the life and safety of members of the school community from one or more violent intruders on the school site.

By its very nature, a violent attack by intruders to the school site will be unpredictable. An intruder may attack from any point and at any time of the day. Members of the school community should be alert to the security of the school site and procedures for maintaining a secure site.

### **Notification of Lockdown**

Staff will be notified lock down procedures are to immediately take place on watching short message in their computers by ALERTUS computer program. The internal link system will also be used by office staff who will inform adults by stating 'ATTENTION LOCK DOWN'

### **Procedures:**

1. These signals will activate a process of children being ushered into the school building if on the playgrounds as quickly as possible and the locking of the school's offices, connecting doors and all outside doors where it is possible to remain safe.
2. At the given signal the children remain in the room they are in and the staff will ensure the windows and doors are closed/ locked and screened where possible and children are positioned away from possible sightlines from external windows/doors. Lights, Smart boards and computer monitors to be turned off.
3. Children or staff not in class for any reason will proceed to the nearest occupied classroom and remain with that class and class teacher e.g. children using toilets when ALERTUS system goes. If a class is in the opposite hall from where their classroom is they are to go to one of the nearest rooms.
4. If practicable staff should notify the front office by link that they have entered lock down and those children not accounted for.



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5. Staff to support children in keeping calm and quiet.
6. Staff to remain in lockdown positions until informed by key staff e.g. Headteacher in person that there is an all clear.
7. As soon as possible after the lockdown teachers return to their base classrooms and conduct a roll call and notify the office immediately of any pupils not accounted for.

**Staff Roles:**

1. Front office staff ensure that their office(s) are locked and police called if necessary.
2. Head or office staff member locks the school's front doors and entrances.
3. Site Manager to head to Office/ Back gate to schools
4. Individual teachers/ TAs lock/close classroom door(s) and windows.
5. Catering Staff to lock back door to kitchen and turn off lights.

Individual staff cannot sign out or leave the premises during lockdown without prior agreement of the Headteacher before leaving.

During the lockdown, staff will keep agreed lines of communication open but not make unnecessary calls to the central office as this could delay more important communication.

Examples of discreet communication channels might be:

- Where staff have access to an internal e-mail system then they could access their account and await further instruction. In practical terms, staff would need to be familiar with accessing their account through a variety of means eg laptop, smartphone or tablet;
- Group call - staff to be put into a defined user group. This to be used to communicate instructions via text message in an emergency.

**Communication with parents**

- If necessary parents will be notified as soon as it is practical to do so via the school's established communication network – website/ GroupCall / telephone
- Depending on the type and severity of the incident, parents may be asked NOT to collect their children from school as it may put them and their child at risk.
- Pupils will not be released to parents during a lock down.
- Parents will be asked not to call school as this may tie up emergency lines.
- If the end of the day is extended due to the lock down, parents will be notified and will receive information about the time and place pupils can be picked up from office staff or emergency services.



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- A letter to parents will be sent home as the nearest possible day following any serious incident to inform parents of context of lockdown and to encourage parent to reinforce with their children the importance of following procedures in these very rare circumstances.

**Training**

- Staff informed about lockdown policy.
- Pupils informed about lockdown procedure.

**Lockdown drills**

Lock down practices will take place a minimum of once a year to ensure everyone knows exactly what to do in such a situation. Monitoring of practices will take place and debriefed to staff so improvements can be made.



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## Appendix J: Earthquake

In the event of a major earthquake, King's Group will follow the procedures below:

- All children will be kept at the school until collected
- Children will be kept inside the school buildings unless there is a danger of building collapse or fire or the buildings are considered unsafe for other reasons.
- If evacuations of the buildings are necessary, children will be taken to the evacuation sites; at the meeting point.
- The school buses will not run
- All events will be cancelled
- No children will be allowed to leave the school sites on their own, unless the school receives permission after the earthquake from parents
- No children will be allowed to leave the school sites with the parents of other children, unless we receive permission from parents after the earthquake
- Children will be kept at the school for as long as necessary, including overnight or for several nights if required; we have emergency equipment and sufficient emergency food and water for 6 days

### During An Earthquake

*Practice how to “Drop, Cover, and Hold On!”*





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**If you are inside a building:**

- Stay where you are until the shaking stops. Do not run outside. Do not get in a doorway as this does not provide protection from falling or flying objects, and you may not be able to remain standing.
- Drop down onto your hands and knees so the earthquake doesn't knock you down. Drop to the ground (before the earthquake drops you!)
- Cover your head and neck with your arms to protect yourself from falling debris.
- If you are in danger from falling objects, and you can move safely, crawl for additional cover under a sturdy desk or table.
- If there is low furniture or an interior wall or corner nearby, and the path is clear, these may also provide some additional cover.
- Stay away from glass, windows, outside doors and walls, and anything that could fall, such as light fixtures or furniture.
- Hold on to any sturdy covering so you can move with it until the shaking stops. Stay where you are until the shaking stops.

**If getting safely to the floor to take cover won't be possible:**

- Identify an inside corner of the room away from windows and objects that could fall on you. The Earthquake Country Alliance advises getting as low as possible to the floor. People who use wheelchairs or other mobility devices should lock their wheels and remain seated until the shaking stops. Protect your head and neck with your arms, a pillow, a book, or whatever is available.

**If you are outside when you feel the shaking:**

- If you are outdoors when the shaking starts, move away from buildings, streetlights, and utility wires. Once in the open, "Drop, Cover, and Hold On." Stay there until the shaking stops. This might not be possible in a city, so you may need to duck inside a building to avoid falling debris.



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### **What should parents do?**

- After an earthquake, look at the KG on Twitter, the KG Website and/or your email to find out if the school considers this to be a major earthquake and to obtain information on the current situation at the school
- If you are unable to access the internet or email, assume that the school will be following the emergency procedures above; keep checking the internet sites periodically as they may come back online
- Come to the school to collect your children when it is safe for you to do so; because of fallen obstacles, fires, or dangerously crowded streets, it may not be safe for you and your children to be on the streets; this is more likely in the case of an earthquake; in this case, please do not rush to the school; we will keep your children at school until it is safe for you to collect them; this may be many hours later or the next day
- If all communication fails, your children will be kept at the school (or at the evacuation sites, if it is necessary to evacuate the school buildings), for several days if necessary, until you collect them or are able to contact the school with alternative arrangements



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## **Appendix K - Example letter**

Dear Parents

You may have heard/ It is with sadness and regret that I have to inform you ..... *(brief details of the incident, perhaps some positive remembrances of the person(s) lost, and the sense of loss).*

*Explain that the students in School have been told this sad news today by their teachers.*

*And that we will/have remembered ..... in a service/assembly.*

Our thoughts are with .....’s parents at this sad time.

*[In the event of a sudden/traumatic death in the School or local community – “During the day we have been supported by the Educational Psychology Service and this help will continue as necessary during the coming days”.]*

I hope this information is helpful.

Yours faithfully



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## **Appendix L: Map of School Site with Alternative Exits**

Available on enquiry



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<b>Written by:</b> Elena Arroyo September 2017	<b>Policy Category:</b> <b>Health and Safety</b>
<b>Reviewed by:</b> Dawn Akyurek, September 2017	<b>Next Review:</b> September 2018
<b>Approved by KGB:</b> 16 <sup>th</sup> November 2017	