



# Horizon Academy Trust

Where anything is possible

## Guidance for the Management of Incidents, Emergencies & Critical Incidents during Off-site Visits and Related Activities

# 2018

The current versions of this guidance, the *HAT Guidance for Off-site Visits and Related Activities* and the *HAT Policy for the Management of Off-site Visits and Related Activities*, may be downloaded from the *HAT Guidance* section of the *HAT EVOLVE, Resources* document area.

Where these documents and any other HAT document, form or checklist referenced in them, are stored elsewhere either in electronic or hard-copy formats, it may not be possible to ensure that they will remain the most up to date versions. It is therefore recommended that, when required, all HAT documents are referenced and/or downloaded directly from the *HAT EVOLVE Resources* area.

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Horizon Academy Trust acknowledges OEAP National Guidance (<https://oeapng.info>) in providing source material for this guidance.

## Glossary of Terms

### Categories of Emergency

#### Incident

A situation that is dealt with by the Visit Leadership Team. This may involve some communication back to the academy or to parents, and some support from the academy. However, the Visit Leader remains in control and is able to cope.

#### Emergency

An incident which overwhelms the coping mechanisms of the Visit Leadership Team and which requires the academy's Emergency Procedures for Off-Site Visits to be initiated. This may involve some communication with HAT and support from it, but the academy takes control of the situation and is able to cope.

#### Critical Incident

An incident which overwhelms the coping mechanisms of both the Visit Leadership Team and the academy, and which requires the academy Emergency Procedures and the HAT Critical Incident Plan to be initiated. HAT would normally take control of the situation and supports both the academy and the group in crisis.

#### Major Incident

An incident which (if in the UK) is declared as a major incident by the Police, who will take control, and where the relevant Local Authority's Major Incident Plan is initiated, or where (if outside the UK) the relevant authorities take control. Both the academy's and HAT's Response Plans will be required in order to coordinate with the Police or other authorities.

### Roles & Responsibilities

#### Visit Leadership Team

For a particular off-site visit, this will comprise of the Visit Leader (the person in overall charge of the visit) and the other Leaders (all adults with supervisory responsibilities for young people on the visit).

#### Emergency Home Contact

An appropriately competent person, usually a member of staff at the academy, who is available to be contacted at all times throughout the duration of the visit. They will also hold all the relevant information for the visit and have the contact details for the Headteacher and Deputy Headteacher plus any designated Senior Leaders.

This role can be very demanding when an Emergency does occur and it is important that those fulfilling it are aware of their responsibilities when accepting the appointment.

### [Academy Incident Controller / Senior Leader](#)

An appropriately competent person, usually a member of the Senior Leadership Team at the academy, who will take control of an Emergency following an alert from the Emergency Home Contact of an incident on an Off-Site Visit. They will also be required to assist the HAT Critical Incident Controller in the event of a Critical Incident

### [HAT Critical Incident Controller](#)

A shared role undertaken by a senior HAT manager as the first point of contact in the event of a call from a Visit Leader / Leader / Emergency Home Contact /Headteacher to report a Critical Incident alert or to seek advice in dealing with an emergency. A CI Controller will be available at all time.

### [Critical Incident Response Team \(CIRT\)](#)

A group created by the Critical Incident Controller to provide specialist support in accordance with the Critical Incident Plan.

### [Travelling Team\(s\)](#)

A group of people who are able to provide support at the academy and/or the venue of the group in crisis.

## Procedures & Key Documents

### [Academy Emergency Procedures](#)

The academy action plan that can be adapted to deal with any particular Incident or Emergency.

### [HAT Critical Incident Plan](#)

The HAT action plan that can be adapted to deal with any particular Critical Incident.

### [Key Documents](#)

Document	Reference	Description
Emergency Action Cards:		
Incident Alert Flowchart	VIM/1	Who should the Visit Leadership Team contact following an incident.
Visit Leadership Team	VL/1	Emergency procedure in the event of an incident
Visit Emergency Contact List	VL/2	List of important contacts, including HAT
Disappearance Procedure	VL/3	Initial procedure for a missing person
Emergency Home Contact	EHC/1	Procedure to follow upon receipt of an alert to an Incident, Emergency or Critical Incident.
Emergency Home Contact	EHC/2	Information gathering prompt sheet to record responses from a caller reporting an incident
Academy Senior Leader	SL/1	Procedure to follow upon receipt of an alert to an Emergency.
Critical Incident Controller	CIC/1	Procedure to follow upon receipt of an alert of a Critical Incident.
Critical Incident Controller	CIC/2	Information gathering prompt sheet to record responses from a caller reporting an incident.
Emergency/Critical Incident Operations Log	CIC/3	Log sheet for use by HAT CIC and Academy IC to record relevant events during an Emergency or Critical Incident

## Overview

Serious incidents on Off-Site Visits are rare but they do happen. Minor incidents, whether accidents or other emergencies, are more common. Effective planning means that the likelihood of any of these is reduced, and that, when they do happen, their impact and consequences are minimised.

For more detailed information on avoiding incidents and emergencies during off-site visits, refer to the [Avoiding Incidents and Emergencies](#) section in this guidance.

Planning and preparation for Off-Site Visits should ensure an appropriate response to any emergency, at any time of day or night. However, the nature of an incident will determine the level of response required to adequately deal with the consequences of it.

This guidance recognises four types of emergency:

### Incident

A situation that is dealt with by the Visit Leadership Team. This may involve some communication back to the academy or to parents, and some support from the academy. However, the Visit Leader remains in control and is able to cope.

### Emergency

An incident which overwhelms the coping mechanisms of the Visit Leadership Team and which requires the academy's Emergency Procedures for Off-Site Visits to be initiated. This may involve some communication with HAT and support from it, but the academy takes control of the situation and is able to cope.

### Critical Incident

An incident which overwhelms the coping mechanisms of both the Visit Leadership Team and the academy, and which requires the academy Emergency Procedures and the HAT Critical Incident Plan to be initiated. HAT would normally take control of the situation, supporting both the academy and the group in crisis.

### Major Incident

An incident which (if in the UK) is declared as a major incident by the Police, who will take control, and where the relevant Local Authority's Major Incident Plan is initiated, or where (if outside the UK) the relevant authorities take control. Both the academy's and HAT's Response Plans will be required in order to coordinate with the Police or other authorities.

Principles and Priorities for Academies and HAT in the event of an emergency:

- To meet the needs of the group in crisis;
- To meet and support the needs of the Establishment community, parents, relatives and friends.
- To respond to the needs of other agencies.

- To respond to media demands.

Deciding what to do in the event of an accident or emergency should form part of the planning and preparation of every Off-Site Visit and be written down as Emergency Procedures for the visit. All members of the Visit Leadership Team should be familiar with these.

- Where there are only one or two leaders on a visit then young people should also be familiar with the Emergency Procedures, or at least should know how to contact the Establishment to get help.
- Academy Visit Emergency Procedures should be written under the umbrella of the HAT Critical Incident Plan and should allow any type of incident to be appropriately dealt with.
- The initial information about an incident may come to a non-specialist, such as a school receptionist or someone else who happens to answer the phone. Emergency Procedures must ensure that they know what to do.
- Emergency Procedures must take into account the possibility of an incident occurring out of normal working hours.
- All those involved in Off-Site Visits, whether part of the Visit Leadership Team, acting as an academy Emergency Home Contact, or having a role in the HAT Critical Incident Plan should:
  - Be competent to fulfil their role. This includes having the ability to function effectively in a crisis situation.
  - Be familiar with the relevant procedures and plan and have easy access to key information.
  - Receive appropriate briefing, support (e.g. crib cards), or training as required.
  - Have opportunities to engage in practice scenarios.
- Phone numbers change, so ensure lists of contact phone numbers are regularly reviewed and updated. Have a system for ensuring that all lists are amended when necessary and old ones destroyed.
- The academy Emergency Home Contact and any staff named in the Emergency Procedures should have key information, including contact phone numbers, close to hand at all times a visit is in progress. Do not keep this information in only one place or only electronically.

### Training and testing

Emergency Procedures and Critical Incident Plans can never provide a step-by-step guide to responding to an emergency: they must be implemented and adapted by competent people. Thought should be given to the provision of appropriate, initial, incident response training for relevant staff. Whatever initial training is provided it is essential that periodic scenario-based training and testing of the system (at all levels from Visit Leadership Team to Employer) is undertaken in order to keep people fresh, build adaptability and problem solving skills and highlight any flaws and weaknesses.

An example of a [Scenario-Based Training](#) exercise is included in this guidance.

## The Academy's Role

Many incidents that happen on off-site visits will be dealt with by the Visit Leadership Team, perhaps with some telephone support from the academy. However, some of these incidents may become Emergencies or Critical Incidents and require close support from the academy and/or HAT.

Figure VIM/1, provides guidance on what constitutes an Incident, Emergency or Critical Incident and how the Visit Leadership Team should respond in the event of an incident.

Refer to the Overview section at the beginning of this guidance for further explanation of these terms.

Academies must follow this guidance, the HAT Critical Incident Plan and the associated Emergency Action Cards and supporting documents.

### Developing your Academy Emergency Procedures

Your Emergency Procedures should be comprehensive, clarifying the roles and responsibilities of all those who may have to contribute to the management of an Emergency. It will require a pre-planned response system to set it in motion, that is fully understood by all Visit Leaders and Leaders.

When developing your procedures, it is good practice to:

- Recognise that a climate of support and trust among staff will strengthen the response at a time of crisis.
- Devote a staff meeting or part of a staff development session to the procedures. This should happen in the initial stages and again once the plan is complete. Consider the need for staff to be trained in bereavement counselling.
- Identify key staff. Being involved in an emergency can be very demanding, and it is important to ensure that the staff selected for this role are competent.
- Ensuring competence could involve any of the following: choosing the right person (someone able to function and make sound decisions in an unexpected and stressful situation); having opportunities to work through scenarios and how to react to them; crib cards; training.
- Recognise the importance of the need for support and of identifying ways of obtaining it. In addition to assistance from HAT (where applicable), academy's may need to develop links with other local establishments and with other agencies (for example the emergency services).
- Keep up-to-date lists of contact telephone numbers and addresses readily accessible in more than one place (e.g. in the office, at home, on your smart phone) and keep them in hard copy as well as electronically (e.g. EVOLVE). These may include contact details of members of staff who have specific functions within the plan, as well as of young people's parents. Have a record of where lists are kept so that any changes are made to all copies.

- Consider whether there are outside organisations/agencies whom you may need to contact (e.g. insurance, legal advice, counselling) and include their contact numbers on your list.
- Consider the possibility that you will need alternative/additional telephone lines during an Emergency.
- Provide guidance for any member of staff who may act as the Establishment Emergency Contact during a Visit.

Once the plan is operational, you should nominate a member of staff to regularly review and update its details. The plan should never be just a document on the shelf. Its purpose is to ensure that staff move automatically into emergency mode when an incident occurs.

To assist with keeping the plan, and all those it may affect, up to date it is good practice to:

- Ensure that emergency planning and response is discussed as part of the planning for all off-site visits.
- Include scenario-based training on Off-Site Visit Emergencies within the Establishment's annual training programme.
- Involve young people.

### Alerting and Activating Emergency Procedures

- Visit Leaders must be clear about when and who they need to contact in the event of an accident or emergency
- The Emergency Contact List (Emergency Action Card: VL/2) must be up to date and should be available to all those that may be required to use the contacts on it, including:
  - All members of the Visit Leadership Team;
  - Emergency Home Contact;
  - EVC and relevant members of the Senior Leadership Team.
- All members of Visit Leadership Teams should carry the number(s) at all times during off-site activities, along with relevant Emergency Action Card e.g. VL/1, VL/2 & VL/3. (preferably laminated to ensure that it can be used in difficult environmental conditions).

**For the planned telephone communications to remain effective, under no circumstances should anyone make these telephone numbers available to Parents – who might otherwise over-burden and compromise the system.**

### Media Considerations

Experience suggests that there is likely to be intense pressure from the media. This may be directed at the academy itself, HAT, and the group in crisis.

It is imperative that there is control over indiscriminate and potentially damaging use of mobile phones by all members of the visit group (including Leaders).

**From the outset, it is essential that press reports from the scene of an incident should contain accurate information under the control of the HAT designated media respondent.**

The Emergency Home Contact/ Senior Leader in charge of the emergency response should:

- Nominate a person (either a governor or member of staff) who can be called upon to assist in responding to the media.
- Instruct all other staff not to give interviews or comment on any written or printed material, and make it clear no such material should be handed out to the media.
- Make sure staff know that in the early stages of an incident they should direct any media requests to the HAT Critical Incident Controller.

### **Saving Lives**

Basic first aid is not at all complicated and many lives could be saved each year if more people knew how to open an airway, place a casualty into a safe airway position and deal with major bleeding/shock. Good practical first aid training is an excellent way to provide young people with a useful life skill while enhancing their self-esteem and self-confidence. It is also an excellent team building/group work activity.

It is, therefore, good practice for academies to provide some form of first aid training to all students/young people and staff (whether certificated or not). Refer also to Section 12 of HAT Guidance for Off-Site Visits & Related Activities.

### **Further Information**

Further information on emergency planning for schools can be found on the website of the Department for Education at:

<http://education.gov.uk/b00231504/emergencies-in-school>.

You may also find the School Emergencies website helpful:

<http://www.schoolemergencies.co.uk/>.

## The Governors' Role

All academies should have in place Emergency Procedures relating to Off-Site Visits that are appropriate to the full range of visits undertaken. These procedures should be tested rigorously and regularly and should be supported by appropriate training for relevant staff.

Governors should provide support and challenge to ensure that:

- The plan exists;
- It is up to date and effective;
- Any training needed to support the plan is provided;
- Appropriate scenario-based testing occurs on an annual basis;
- The plan complies with the requirements of HAT.

One specific way a suitably experienced Governor could support the school would be by acting as independent observer/reviewer during scenario-based training/testing.

Governors should also consider what their role ought to be within the Emergency Procedures and what support, if any, they would be able to provide in the event of an Emergency on an Off-Site Visit.

## The Role of the Visit Leadership Team, Emergency Home Contact and Senior Leaders

This section gives detailed guidance for key academy staff who will be closely involved with the management of an Incident, Emergency or Critical Incident. It should be remembered that the nature of an incident may require this guidance to be adapted to meet the prevailing circumstances.

### Visit Leadership Team

For a particular off-site visit, this will comprise of the Visit Leader (the person in overall charge of the visit) and the other Leaders (all adults with supervisory responsibilities for young people on the visit).

The Visit Leadership Team must be familiar with the academy's Emergency Procedures and the HAT Critical Incident Plan prior to departure of the visit. They will need to clear about who they need to contact in the event of an incident that is beyond their coping mechanisms. They should also be familiar with and carry at all times when on a visit, the HAT Emergency Action Cards; VL/1, VL/2, VL/3 & VIM/1. Emergency Action Card VL/2 is a list of Emergency Contacts and the Visit Leader must ensure this form is complete and up to date before the visit departs.

The Visit Leader should take charge of an incident until relieved by the emergency services or a senior member of staff from the academy or the HAT Critical Incident Controller.

In the event of the Visit Leader becoming incapacitated, all members of the Visit Leadership Team should have the competence to take charge and to initiate the Academy Emergency Procedures.

By their nature, emergencies are usually unexpected and can therefore be stressful. However, training and careful pre-planning of what to do beforehand can mitigate the trauma of being caught up in one. The following points are intended to assist with planning for and dealing with a visit Emergency.

#### Before the visit

- Follow your Academy Emergency Procedures, which include 24-hour (i.e. constant cover) contacts at the academy/HAT and clear roles for the Visit Leaders, Emergency Home Contact and Senior Leaders. See the other Emergency Action Cards for further details.
- Communications can become swamped in an emergency, particularly if parents/media are trying to call for news. Phone numbers, not in the public domain, should be agreed between the visit's Leaders and their academy Emergency Home Contact to maintain communications in the event that primary channels become overwhelmed. **Parents must not be given the telephone numbers that activate the Academy's Emergency Procedures or the HAT's Critical Incident Plan.**

- Train all members of the Visit Leadership Team in how to respond to an emergency. Practical practice and training can help them to switch into emergency mode when needed.
- The role of Emergency Home Contact can be very demanding when an emergency does occur, and it is important to ensure that the people who have that role are appropriately competent.
- Always include discussion of Emergency Procedures in any planning meeting and as part of your risk management process.
- Allocate roles. An effective emergency response requires several things to happen at once and the Visit Leader cannot attend to casualties, ensure that others in the group are moved to a safe place and kept safe, call for help from the emergency services, instigate the Emergency Procedures and keep notes of the incident all at the same time.
- Involve young people in planning for incidents and emergencies – unless there are particular reasons why this would be inappropriate.
- All members of the Visit Leadership Team should have easy access to a copy of the Emergency Procedures throughout the visit, and know what action to take if there is a problem. Consider laminating the Procedures onto cards.
- Where there will be significant periods of remote supervision, young people will also need an appropriate version of the Emergency Procedures. They will also need to be appropriately trained in how to apply them.
- Ensure that there is an appropriate level of first aid and lifesaving cover as necessary for the nature of the visit/activities. Basic first aid is not at all complicated and many lives could be saved each year if more people knew how to open an airway, place a casualty into a safe airway position and deal with major bleeding/shock. Good practical first aid training is an excellent way to provide young people with a useful life skill while enhancing their self-esteem and self-confidence. It is also an excellent team building/group work activity. It would, therefore, be good practice for academies to provide some form of first aid training to all students/young people and staff (whether certificated or not).
- Ensure that the first aid kits are appropriately stocked and accessible.
- Ensure that all individual medical needs are known and that Leaders are competent to handle them.
- Practice emergency drills e.g. evacuation of mini-bus, rapid group collection/head count, fire drills at any accommodation.

### During the Incident

During an Emergency you will not have time to read this guidance – you will be reliant on training and effective/practised systems. ALL Emergency Procedures should be regularly tested and all members of a Visit Leadership Team should feel able to deal with an incident, including alerting the academy/HAT in the event of an Emergency. The use of laminated crib cards may be helpful.

### Immediate action

Assess the situation, establishing the nature and extent of the problem but ensuring that the leaders do not put themselves self at further risk. Make sure everyone in the Visit Leadership Team are familiar with the Emergency Action Cards VL/1, VL/2 and VL/3, and know how to use them.

### Communications

Direct contact with a Parent of a group member, from the scene of the incident must be avoided. This task should be carried out by a senior member of staff at your academy or in some circumstances HAT or the Police.

- Contact the appropriate emergency service(s). They will guide you through the information they need but this will include:
  - Your name and the name of the Group
  - location
  - nature of emergency and number of injured persons
  - action so far
- Depending on the nature of the incident (see Emergency Action card VL/1), alert your academy Emergency Home Contact or the HAT Critical Incident Controller. You may be in shock and need support. Also news travels fast and your academy/HAT will need accurate information.
- Consider other people who may need contacting:
  - Police
  - Embassy/Consulate if abroad
  - Local accommodation/contact
  - Tour operator/provider (your academy/HAT may do this depending on the nature of the incident))
  - Insurer (your academy/HAT may do this depending on the nature of the incident)
- DO NOT speak to the media. Refer all media interest/enquiries to either the Headteacher at the establishment or to HAT.
- Control any communications by the rest of the group. Do not allow anyone to use a mobile phone/tablet. Rumours spread very quickly and can cause serious and unnecessary upset.

### Secondary action

- Arrange appropriate protection from the elements.
- Uninjured group members should be moved to shelter or away from the immediate vicinity of any casualties. Ensure that they:
  - are adequately supervised throughout
  - are returned as early as possible to base
  - receive appropriate support and reassurance.
- Avoid splitting the group – unless it is the only way to get help. Leave nobody on their own.
- Manage the incident - ensure that all appropriate actions have been/are being attended to.

- It is useful to keep an accurate record of events and actions as close to real time as possible. Any Leader with spare capacity should, therefore, keep notes – see the section below on recording an incident.
- Ensure that an appropriate adult accompanies any casualties to hospital, taking with them parental consent forms and appropriate medical information for the injured persons.
- Maintain contact with the emergency services and the academy Emergency Home Contact or HAT Critical Incident Controller until the emergency is over.
- Monitor, reassess and review – ensure nothing has been forgotten and all Leaders and young people are coping, cared for and secure.

#### Post-Incident action

- Consider the emotional needs of any Leaders or young people who may have been adversely affected.
- Follow your academy's reporting requirements, including completing any accident and incident forms and complying with RIDDOR regulations.
- Review the lessons learned and ensure that these feed into future visit plans, emergency plans and staff training.
- Share the experience and learning with colleagues.

#### Media/legal points

- Do not admit anything.
- Do not sign anything.
- Do not allow access to information or group members by an unauthorised people.
- Avoid discussing legal liability with others.
- Do not talk to the press – refer them to your employer's media contact.
- Record all events, times and details – establish witness contact details and get statements from Leaders.

#### Recording an incident:

Make an accurate record of all details as soon as possible – do not leave this until later when your memory of details may be confused.

Record the following:

- Time, date and nature of the incident.
- Accurate, incident location.
- Names of casualties.
- Details of injuries.
- Actions taken, including all communications.
- Names of others involved but not injured.
- Details of any moves from the incident site (times, who moved, where to, how).
- Names and contact details of witnesses.
- Proposed actions.

## Emergency Home Contact

An appropriately competent person, usually a member of staff at the academy, who is available to be contacted at all times throughout the duration of the visit. This role can be very demanding when an emergency does occur and it is important that those fulfilling it are aware of their responsibilities when accepting the appointment. Every visit must have at least one Emergency Home Contact who will hold all the relevant information for the visit and have the contact details for the Headteacher and Deputy Headteacher plus any designated Senior Leaders.

- Emergency Home Contacts must be familiar with the Academy Emergency Procedures and the HAT Critical Incident Plan and associated documentation, in particular, Emergency Action Cards: EHC/1, EHC/2 & VIM/1.
- The Emergency Home Contact(s) and their contact details must be clearly stated in the appropriate section of the EVOLVE online visit approval form.
- In the event of an emergency, the Emergency Home Contact will act as the central liaison and communications link between the group, the academy, parents and HAT, until they are relieved by another member of the academy staff.
- The role may also involve helping to overcome any difficulties that arise during the visit which require liaison with parents or the academy (e.g. homesick child wants to return home etc.).
- The Home Contact should be contactable at all times for the duration of visit, as they will be the academy's first contact point in the case of an emergency. For extended visits e.g. overseas and residential visits, it may be necessary to appoint two or more Emergency Home Contacts to ensure that cover is provided on a 24/7 basis.
- It is recognised that for most day visits the contact will be the academy administrative office. In such circumstances, it is essential that anyone receiving an alert of an incident on an off-site visit knows what they must do and will act accordingly. Where the visit extends beyond the school day, there must be an Emergency Home Contact who is available for the duration of the visit.
- The Emergency Home Contact should have immediate access to all the visit details, including:
  - an accurate list of all the group members (including leaders);
  - medical consent information;
  - the group's programme/itinerary;
  - contact details of the young peoples' parents/guardians;
  - the visit Emergency Contact List (VL/2)
  - contact details for the Headteacher, Deputy Headteacher plus any other delegated Senior Leaders

For residential and overseas visits they may also require:

- name of group's accommodation and contact details;
- contact details of the tour operator (if applicable);
- copies of insurance documents and contracts with travel operators;
- contact details for the Leaders' next of kin;
- contact details for the HAT Critical Incident Controller

Some or all of this information will be available on the EVOLVE visit approval form and it is advisable that the Emergency Home Contact should have Read Only (Head) account access to the academy's EVOLVE account. However, if the Contact is relying on access to EVOLVE to obtain this information when alerted to an emergency, they should ensure that they can gain immediate access to the system, wherever they may be at the time. It is therefore advisable to have the most critical information (e.g. contact details) as hard copies in addition.

### Choosing a suitable Emergency Home Contact

- The role of the Emergency Home Contact is of vital importance in an emergency so it is advisable that the person chosen for this responsible position:
  - is a member of staff with good links to other staff members;
  - is mature, responsible and able to cope competently and calmly in a crisis;
  - has some personal knowledge of the group, the leaders, and ideally the parents of the group members;
  - communicates well with others;
  - is sensitive and diplomatic;
  - is fully briefed to know what to do in the event of an emergency;
  - does not mind taking on a role which can be somewhat restrictive;
  - is available and accessible throughout the period that the group is away;
  - have all the relevant information to hand which may be required in an emergency.
- A second, suitable Home Contact should be available to provide cover if the Home Contact is unavailable. This is particularly important for overseas and residential visits.
- If the Headteacher and Deputy Headteacher will not be accessible during a visit, arrangements should be made for a competent senior staff member to deputise (someone who has the authority to make significant decisions).

### [Academy Incident Controller / Senior Leaders](#)

The Headteacher should ensure that appropriate Emergency Procedures are in place in the event of an accident or emergency on an Off-Site Visit and they are clearly understood by competent staff that may need to use them.

An appropriately competent person, usually a member of the Senior Leadership Team at the academy would normally take control of an Emergency following an alert from the Emergency Home Contact of an incident on an Off-Site Visit. They will also be required to assist the HAT Critical Incident Controller in the event of a Critical Incident.

All academy Senior Leaders must be familiar with the academy's Emergency Procedures, the HAT Critical Incident Plan and relevant Emergency Action Cards, particularly SL/1 which details the role of the Senior Leader in the management of an Emergency or Critical Incident.

## Avoiding Incidents and Emergencies

No one wants to have a serious incident during an off-site visit. However, although rare, they do happen, and it is not unusual for there to be at least a couple of major incidents nationally each year. On the principle that prevention is better than cure, the following points are intended to assist Leaders in avoiding incidents in the first place.

### Good leadership habits

- Don't relax – always be alert to changing circumstances and develop a Leader's 'twitch' or a 360° awareness of the group and environment.
- Remain flexible and look for the unexpected – the things that you hadn't considered in planning. All visits should be well planned but, as the saying goes, "no plan survives contact with the enemy" and leaders must be capable of making dynamic risk benefit assessments so that they can adapt the plan to changing circumstances. Many unexpected events are not to be feared but can provide excellent learning opportunities. The good leader is able to quickly sum up the unexpected and decide if it is a threat or an opportunity. Example: *on a city centre visit you see a crowd gathering in a square. This may be an interesting piece of street theatre or a peaceful protest, which could be used as a stimulus for good follow up work. Alternatively it could be the beginnings of a violent protest that you should not be near.*
- Do not be a turkey! Turkeys base their assumptions on their own past experience and simply expect to get food and water everyday right up to the time they don't. Just because things have always gone well on your trips do not assume they always will – learn from others' experience and learn from incidents.
- Be a swan. Swans appear to float graceful and serenely across the surface of a river, but underneath their feet are constantly on the move, working. Leaders should present an outward impression of calm reassurance so that the group is able to enjoy their trip. This is only achieved, like the swan, by constantly keeping your senses working - monitoring, reviewing and planning.

- Ask yourself the 'What If?' question. What if one of them slips off this path? What if that crowd in the square turns nasty? What if the bus breaks down? By constantly posing this, somewhere at the back of your mind, you will keep alert and keep your dynamic risk-benefit decision making active.
- Look for Lemons! Accidents rarely have only one cause. They often occur because several factors (each in isolation not critical but often common place) come together at the same time - like lemons lining up in a slot machine. Spotting lemons and discussing them with colleagues may help you to avoid this unwanted 'jackpot'.

Example:

- *Children acting silly and pushing one another over is not that uncommon;*
- *Rain and wet roads/pavements is common.*
- *Car drivers being momentarily distracted is common.*
- *Children crossing roads on off site visits is common.*
- *But combine a group of children pushing each other and one falls over, with crossing a wet road and a distracted driver and the outcome is appalling.*

## Lessons from Accidents

- **SAY NO** – Visit Leaders tend to want to please, and a group of young people desperate to do something they were looking forward to, is a difficult thing to resist. Leaders **MUST** be strong enough to make dynamic risk-benefit assessments and act on them. If, for example, children are expecting to paddle during a trip to the local river and your judgement is that something has changed since you planned the trip and this is no longer a good idea then you say NO.
- **PLAN B** – Always have a prepared Plan B (even if this is simply that you turn round and go back to base). The more complex the visit the more complex the Plan B may be. Ensure everyone is aware of the Plan B. **DO NOT** be afraid to switch to Plan B – psychologically it is often easier to carry on with plan A: be aware of this and do not delay switching plans. It is better to wonder later if you were too cautious than to regret not changing plans when you had the chance.
- **CLEAR ROLES** – ensure everyone on the leadership team and in the group are aware what their role is and what is expected of them.
- **ACTIVE SUPERVISION** – supervision is not simply a passive presence: it is an active employment of the leadership habits outlined above.
- **PREPARE WELL** – ‘Proper Planning and Preparation Prevent Poor Performance’.

A well thought out plan, including what to do in the event of an emergency, should provide leaders with all the information they need to lead an effective visit – it is not something to be slavishly followed in the face of changed circumstances. Involve young people in planning and keep them informed of developments and changes.

- **BE WATER AWARE** – many fatal accidents to both young people and leaders during off-site visits involve drowning. This does not mean that water should be avoided but that it should be treated with care. The best way to help young people be safe around water is not to keep them from it but to teach them to swim and teach them to recognize safe from dangerous locations. Remember that water hazards exist on the water margins, even if you are not planning to enter the water.

## Useful Pointers

- Make sure you have consulted the HAT Guidance for Off-site Visits and Related Activities, downloadable from the HAT Guidance page in the EVOLVE Resources area. If necessary, you may find more detailed guidance from the National Guidance website ([www.oeapng.info](http://www.oeapng.info)).
- Plan well, including what to do in an emergency. Ensure everyone knows what the plan is.
- Choose competent Leaders and never delegate responsibility for supervision to anyone unless you know they are suitably competent.

- Train young people in procedures/skills they may need. For example training primary aged children in how you expect them to cross roads in a large group can be done in the school grounds using markers and will greatly facilitate the process on the visit.
- Have a clear code of conduct and ensure that all the Visit Leadership Team and Participants understand and follow it.
- Ensure that all Participants' medical needs are known and that staff are competent to handle them. Be aware of possible adverse interactions between some medications and some environmental factors. For example, Leaders taking diuretic medication or young people taking bed-wetting medication could run increased risks of dehydration in hot climates.
- Have 'rally points' when moving around cities and towns. A rally point is somewhere that everyone knows to meet if things go wrong. For leaders who have not been to the location before, and for young people, photographs of rally points are a useful addition to their briefing.
- Ensure that drivers take adequate rest breaks on long journeys.
- In poor weather conditions monitor young people to see they are suitably dressed and coping with the weather.
- If appropriate, advise Participants about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea. In hot weather, monitor fluid and salt intake and wear loose, lightweight clothing – preferably made of cotton or other natural fibres – and use suitably factored sun protection creams and sun hats/glasses.
- On residential visits:
  - On arrival check the rooms, security arrangements and evacuation arrangements and ensure everyone is clear about what to do.
  - Hold evening briefings with all leaders to review issues and prepare for the next day.
  - Spend time early in the morning explaining/confirming arrangements for the day to the group.
  - Recognise that many health problems on longer visits are caused by lack of food, of liquid or of sleep.
- On visits abroad:
  - Be aware of different environmental hazards e.g. that some diseases are more common in some countries and know what preventative action to take and what to do if a group member becomes infected.
  - Ensure that everyone is aware of cultural expectations and dress, and behaves in a way that avoids offence.

## Scenario-Based Training (Example)

- *Identify a suitable external person to act as Scenario Setter, observer, note taker and reviewer - for example an appropriate Governor, or an experienced EVC.  
The EVC selects a random and representative sample of trips each year and asks the Scenario Setter to create a relevant scenario prior to departure (i.e. the scenario involves that group on that trip on that day, all that is invented is the details of the incident).*
- *The Visit Leader is given a sealed envelope and told when to open it during the visit. To make learning most effective only the Scenario Setter, the EVC and the Visit Leader are aware of the test.*
- *At the appropriate time the Visit Leader opens the envelope and alerts the academy's Emergency Home Contact of the incident. ALL MESSAGES RELATING TO THIS SCENARIO SHOULD BEGIN BY CLEARLY INFORMING THE RECIPIENT THAT THIS IS A PRACTICE DRILL. This should be the case right through the chain of escalation and continue until the incident is terminated. An unexpected drill is acceptable but a fake emergency is not.*
- *The Visit Leader can now put the message to one side and get on with the visit. At the first convenient opportunity (which may be in the evening of a residential or back at the establishment at the end of the trip) the whole Visit Leadership Team should sit down and decide what action they would have taken had the scenario been real – given that location, that weather, that group, those leaders etc., how would they have dealt with the situation? They should keep notes of their thinking and the EVC/external observer should debrief the group.*
- *Once the Emergency Home Contact receives the call, they should follow the procedure laid down in the academy's Emergency Procedures including contacting relevant Senior Leaders etc.*
- *The Establishment management should use the scenario as a table-top exercise to work through the decisions they would make and the actions they would take. The external observer should record these and should review them with the group at the end of the exercise.*
- *After the visit the EVC should review all the actions, collate the learning, feedback to both management and all staff, review the Emergency Procedures and decide on any future training needs.*

## HAT Critical Incident Plan

The Purpose of this plan is to provide Horizon Academy Trust with an effective procedure for the management of a Critical Incident that has occurred on an Off-Site Visit from an HAT academy.

### Critical Incident

This plan would be activated where any of the following occurred on an Off-Site Visit:

1. Fatality of one or more members of the party;
2. An incident where a group member(s):
  - Has suffered a serious (life threatening) injury or illness;
  - Is at serious risk of harm e.g. child protection, missing child;
3. An incident that leads to serious disruption of the visit;
4. A situation where the media may or have become involved?

See also Emergency Action Card: VIM/1

### Critical Incident Controller

- This is a shared role undertaken by HAT staff;
- The Critical Incident Controller's duty period is 24 hours per day for a seven day period commencing on a Monday at 12.00 hours;
- There will be a Critical Incident Controller available for 52 weeks per year;
- A mobile telephone will be carried by the Critical Incident Controller throughout their duty period which must be answered without delay;
- As the Critical Incident Controller is the first point of contact, they must also have a copy of this Critical Incident Plan and associated documentation.

### Alerting and Activating the Plan

- The plan must be capable of activation at any time that Off-Site Visits are in progress, including 24/7 and during periods of academy holidays.
- The number of the mobile telephone will be available to all those who may be required to use it, including:
  - Nominated HAT staff;
  - Academy Headteachers and their Senior Leadership Teams;
  - Academy EVCs;
  - Anyone acting as Emergency Home Contact during a visit;
  - Visit Leadership Teams;
  - Members of the Critical Incident Response Team and Travelling Team(s).

**For the planned telephone communications to remain effective, under no circumstances should Visit Leaders, EVCs, Emergency Contacts, Headteachers or Senior Leaders, make the telephone number available to parents – who might otherwise overburden and compromise the system.**

## Responding to a Critical Incident

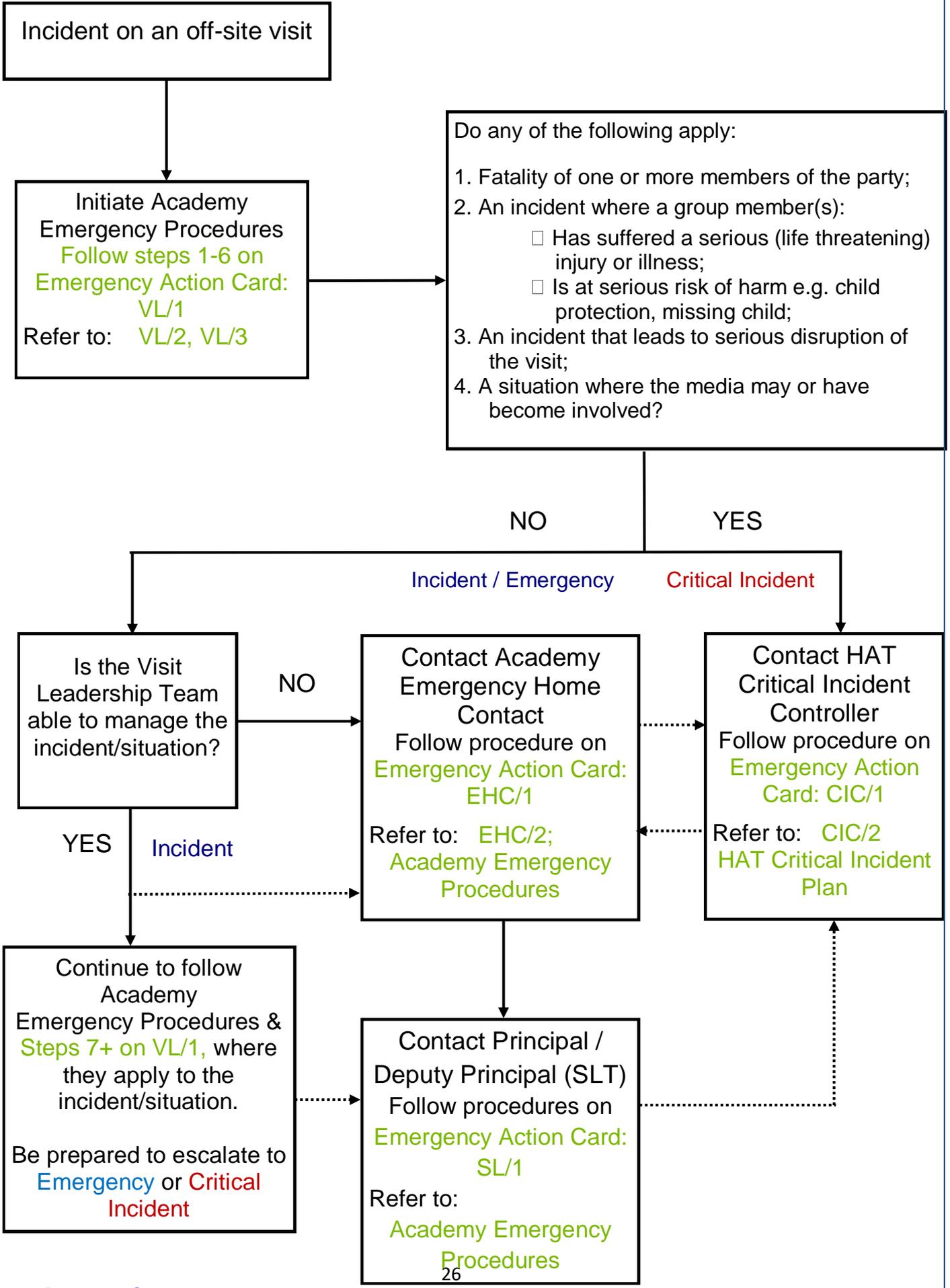
On receipt of an emergency call from a group or academy in difficulty, the Critical Incident Controller will take appropriate action in accordance with the Emergency Action Card CIC/1 and continue to be in control of the emergency response until relieved.

The Critical Incident Controller will:

- Obtain as much information as possible about the incident (Emergency Action Card: CIC/2) to make an informed decision about who should be in control of the emergency;
- Establish and maintain communication with the academy Emergency Home Contact / Senior Leader and, if necessary, the group involved in the incident; Making it clear as to who will be in control of the incident response and the level of support HAT will provide and the support the academy needs to provide.
- Agree with the Emergency Home Contact/academy Senior Leader a protocol for contacting the group and for maintaining links with emergency services, media, tour operators, insurance companies etc. - as appropriate.
- Delegate tasks, as and when possible/appropriate, to enable the situation to be managed and to allow for 'concurrent' activity.
- Depending on the level of support needed, put in train the formation of a suitable Critical Incident Response Team (CIRT) to provide this. Decide if this needs to be physically convened or virtually convened using conference call / electronic solutions;
  - Communications (a number of people dealing with different aspects?);
  - Press officer;
  - Logistics – arranging transportation, accommodation etc. for group and any travelling team, arranging payment for this;
  - Resources – e.g. office space, reception for any visitors (parents, media etc), refreshments/food;
  - Record/log keeper;
  - Travelling Team leader;
- Ensure that all the information obtained about the incident is recorded and relayed to allow CIRT to assess the situation appropriately;
- Brief the CIRT as soon as it is assembled (physically or virtually);
- Establish a control room with unrestricted internet access and multiple telephone lines capable of calling worldwide. Consider other means of communication such as internet, email, text etc;
- Keep a log of all actions, communications and decisions including people involved and times.
- Inform the local Police HQ: i.e. the Police Force of the group involved in the incident. (If this has not been done already by the academy);

- Contact any internal or external organisation identified in this Critical Incident Plan as able to provide support;
- Consider whether a 'Travelling Team' is needed to provide support at the scene/in country? (e.g. counsellors, translator/linguist).
- For an overseas incident - inform the Foreign & Commonwealth Office Consular Assistance team (020 7008 1500).
- If appropriate, contact the British Red Cross.
- Make arrangements for the return or onwards travel of the party.
- Arrange for the transport of parents (including provision of a suitable escort) to the scene/hospital.
- Control communications and flow of information to the affected group, parents, academy staff (beware of other staff inadvertently starting rumours circulating).
- Control information to the media – via Press Officer (you and the academy need to be clear about who is issuing press releases, holding press conferences etc., and agree a protocol to agree any statements).
- Make arrangements for meeting the group on its return to base and for returning children to parents.
- Consider the possible need for future emotional support and care for anyone involved (don't forget other staff, young people and the CIRT/TT as well as those directly involved).

Incident Alert Flowchart  
Emergency Action Card: VIM/1



## Visit Leadership Team (to be carried by all Leaders on a visit)

### Emergency Action Card: VL/1

#### Emergency Procedure

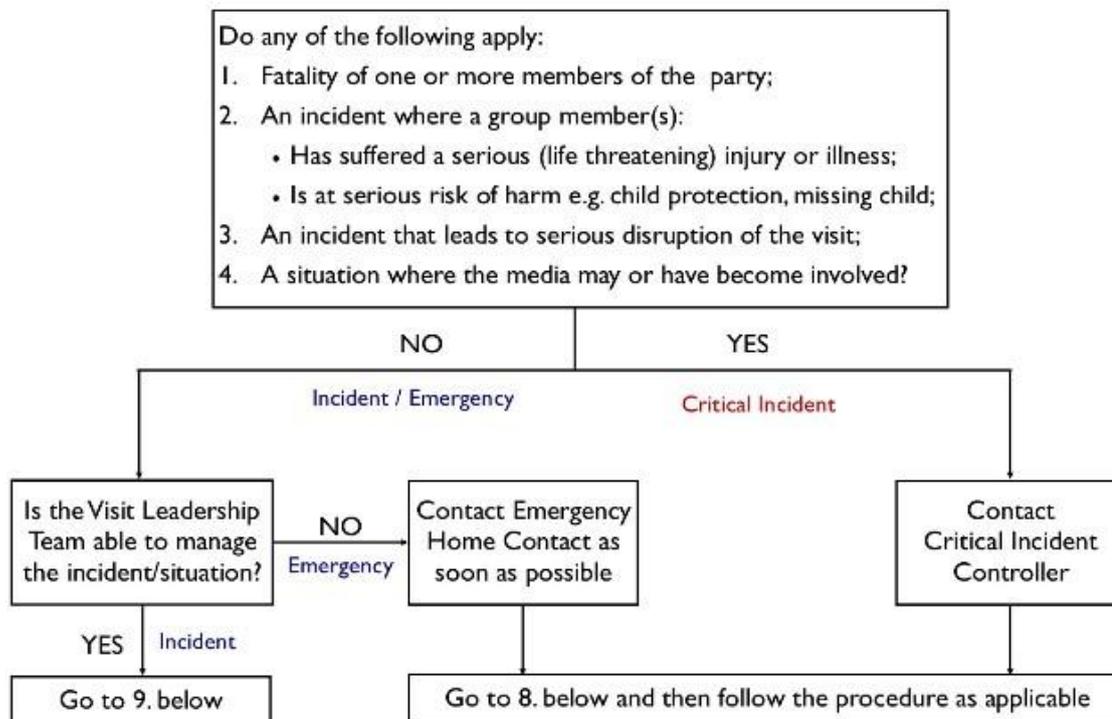
***In the event of an incident overwhelming your team's coping mechanisms, use the following to guide your actions:***

1. REMAIN CALM - Assess the situation.
2. Safeguard yourself and then any other uninjured members of the group.
3. Make sure all other members of the party are:
  - accounted for;
  - safe;
  - adequately supervised;
  - briefed to ensure that they understand what to do to remain safe.
4. Delegate other Leaders if possible so you can keep an overview of events and to allow 'concurrent' activity.
5. Call emergency services: 999 (UK) or 112 (any mobile in UK/EU), as appropriate.
6. Carry out first aid to the best of your abilities. Remember the aims of first aid are to:
  - Preserve life;
  - Prevent the condition worsening;
  - Promote recovery.

#### Essential First Aid

- a. casualties need to be able to breathe – if they are unconscious this means being put into a safe airway position;
  - b. you need to try to find and stop any serious external bleeding;
  - c. you need to protect the casualty from the environment - keep them warm;
  - d. Monitor their condition, talk to them, reassure them, hold their hand and provide emotional support.
7. Once the immediate emergency is contained you will need to inform either your academy Emergency Home Contact or the HAT Critical Incident Controller. Use the flow chart on the next page or **Emergency Action Card: VIM/1** to decide.

You will need your visit **Emergency Contacts List (VL/2)** to obtain the required number to call.



8. If you call either the Emergency Home Contact or the Critical Incident Controller, they will need the following information:
  - Who you are, which academy you are from and what your role is within the group;
  - What number can you be called back on?
  - What is the nature of the emergency?
  - How many casualties there are and their status;
  - The total number of people in your party;
  - Your current location;
  - Whether you are staying where you are or moving – if you are moving where to?
  - What time did the incident happen?
9. Liaise with and take advice from emergency services if they have attended the scene;
10. Control communications - prevent group members from using phones or going online until approval is given; Do not contact parents/carers, this will be done by the Critical Incident Controller/Emergency Home Contact.
11. Consider the physical needs of the group and casualties in terms of shelter, refreshments, transport/repatriation;
12. Consider the emotional needs of the group such as removing them from the scene, providing emotional support (they can often do this for each other), giving them useful things to do;
13. Never admit liability of any sort;
14. Refer all press, media, parental or other enquiries to HAT media staff;
15. Do not allow access to information or the group to anyone except authorised officials;
16. Keep a written log of all actions taken, conversations held and a timescale;
17. Inform the Foreign Office Consular Assistance Team if abroad.

*It is recommended that this card is printed, laminated, and also placed in first aid kits*

## Emergency Contacts List

### Emergency Action Card: VL/2

.It is essential that this list is accurate, up to date and relevant to your particular visit.  
 (Destroy on completion of the visit)

Visit Name:

EVOLVE ID No.

Contact	Name	Number e.g. mobile	Notes
Visit Leader			
Other Leaders			
1.			
2.			
3.			
Emergency Home Contacts			
1.			
2.			
Academy Office			
Critical Incident Controller (24 hours)			
Media/Press contact			
Headteacher			
Deputy Headteacher			
Accommodation Base			
Tour Operator / Travel Company			
British Embassy or Consulate (within country visited)			
other			

*It is recommended that this card is printed, laminated, and also placed in first aid kits.*

## Disappearance Procedure

### Emergency Action Card: VL/3

The following are suggested INITIAL procedures for the Visit Leader/Leaders on off-site visits when one of the group fails to appear at an agreed time, or is believed to be missing:

- 1 Ask members of the group for any relevant information.
- 2 Had the missing person said or done anything that could be linked to their disappearance?
- 3 Where was this person last seen by anyone?
- 4 Keep the remainder of the party together.
- 5 Ensure that other party members DO NOT use their mobile phones for any reason.
- 6 Allocate any necessary jobs or responsibilities.
- 7 Phone the person on their mobile phone if they have one with them.
- 8 Return to the site of the last sighting.
- 9 Check any nearby first aid or missing person's stations.
- 10 Check toilets.
- 11 Check food outlets.
- 12 Check with the venue staff and pursue any of their procedures.
- 13 Phone your residential base (if appropriate) to inform them of the situation in the event that the missing person has either arrived or may arrive independently.
- 14 Phone the local police to inform them there is concern over a missing person.
- 15 Try to plan contingencies if the situation is not quickly resolved.

These procedures could take up to 2 hours, but special circumstances or needs of the participants may affect the urgency of the situation, which will need to be assessed by the Visit Leader at the time.

**If none of the above resolve the situation, and it is now deemed to be of serious concern, follow your Emergency Procedures and consult Emergency Action Card VL/1, as appropriate.**

# Academy Emergency Home Contact

## Emergency Action Card: EHC/1

It is essential that a copy of this card is:

- available to anyone who is likely to take a call from a Visit Leader or any group member of an off-site visit;
- placed visibly in any office where such calls may be received.

Prior to a visit taking place, as the nominated Emergency Home Contact you should ensure that you have: a copy of the academy Emergency Procedures and the HAT Critical Incident Plan; all the information about the visit, including the Emergency Contacts List and all those taking part (staff & young people), including parent/carer/next of kin contact details. It would also be useful for you to have access to EVOLVE with a Head/EVC/Read Only account, so that you can access the visit details on the visit form.

### On receiving a call

In the event of receiving an emergency call from a group on a visit remember they will be very stressed. You need to remain calm to be able to take down some key information without missing anything. Carry out the actions below, as appropriate:

1. Record the information from the caller on **Emergency Card: EHC/2**
2. Reassure them and tell them they will be called back once you have contacted a Headteacher/Deputy Headteacher (within 30 minutes).
3. You will need to be sure that the incident described by the caller is an Emergency (to be managed by the academy) rather than a Critical Incident which must be managed by HAT. If you consider it to be a critical incident, you should contact the HAT Critical Incident Controller and pass on the details obtained from the caller. **See the HAT Critical Incident Plan.**
4. Contact your academy staff in the following priority order and give them the information you have noted. If you have escalated the emergency to a Critical Incident and informed the HAT Critical Incident Controller, your contact staff need to be aware of this and be clear about who is managing the emergency.

The table below should be completed with names and numbers of those who should be informed, in order of priority.

Name	Telephone	Mobile

## Academy Emergency Home Contact Emergency Action Card: EHC/2

**Calm and reassure the caller whenever possible!**

Who is calling?
What is their role in the group (Visit Leader/Leader/Participant/other)?
What number can they be called back on should you be disconnected?
What has happened? What is the nature of the emergency?
What is the number and status of any casualties? Can they be identified? Where have they been taken to? Is there a Leader with them?
What is the main groups current location?

**TURN OVER**

What is the total number of people in the party?

Are they staying where they are or moving? If they are moving, where to?

What help do they require?

What time did the incident happen?

What time is it now?

Have they spoken to the HAT Critical Incident Controller?

Have the Police been called or involved? Contact number?

Has there been any contact with the media?

Remind them to follow their Emergency Procedures and record all events and actions taken a.s.a.p.

# Academy Senior Leader

## Emergency Action Card: SL/I

It is essential that a copy of this card is:

- available to any senior manager who may be alerted to an emergency on an off-site visit;
- placed visibly in any office where such calls may be received or is readily available to managers 24/7.

It is also essential that all senior managers have copies of your academy Emergency Procedures for off-site visits and the HAT Critical Incident Plan.

### On receiving a call

In the event of being alerted to an emergency on an off-site visit, use the following to guide your actions:

- Unless you are acting as the Emergency Home Contact for the visit, the call will most likely be from the designated Emergency Home Contact for the visit.
- STAY CALM – consider the actions you need to take and the people you need to contact to help you. Decide what immediate help you need and contact these people.
- Make sure you are aware of the nature of the incident and any information that has been gathered by the Emergency Home Contact;
- If it has been declared a Critical Incident you will need to be clear who is responsible for managing the response to it. This would normally be the HAT Critical Incident Controller which may be confirmed by the Emergency Home Contact.  
IT IS ESSENTIAL THAT ONE PERSON IS CLEARLY DESIGNATED AS CONTROLLER OF THE INCIDENT RESPONSE, AND THAT IT IS CLEAR TO ALL WHO THIS IS.
- If it is an Emergency and the academy is responsible for managing the response, TAKE CHARGE until relieved by a colleague.
- CONTACT the group in difficulty to reassure them, get up to date information and keep them informed of your actions

DELEGATE TASKS AS AND WHEN POSSIBLE/APPROPRIATE TO ALLOW YOU TO MANAGE THE SITUATION AND ALLOW FOR 'CONCURRENT' ACTIVITY

Depending on the circumstances, consider which of the following actions are required:

- Inform your own senior managers;
- Establish an Emergency Response Team (ERT), which may need to include the following roles (combine if insufficient staff):
  - Overall Controller;
  - coordinator/contact with group (consider keeping the same person to always speak to the Visit Leader);
  - Communications (could be a number of people dealing with different aspects);
  - Logistics – arranging transportation, accommodation etc for group and any travelling team;
  - Resources – e.g. office space, reception for any visitors (parents, media etc.), refreshments / food – Site Services Officer(s), Admin support;
  - Record / log keeper;

- Inform your employer (if necessary), governors, and, if media interest is possible, the HAT Critical Incident Controller. HAT will implement the Critical Incident Plan to provide support.
- Keep a log of all actions, communications and decisions, including people involved and times (use Emergency Action Card: CIC/4).
- Arrange alternate and additional phone lines so that incoming calls do not swamp communications. Consider other means of communication such as internet, email and text.
- Liaise with HAT over provision of links with emergency services, media, tour operators, insurance companies etc. - as necessary.
- Carry out the actions required to support the Visit Leader.
- Decide if a 'travelling team' is needed to provide support at the scene.
- Ensure the security of your site and ensure the access gates are staffed to control access (elements of the press may well seek to gain access wherever they can).
- Make arrangements for relatives etc. to be catered for on-site or nearby, if possible, while they wait for news.
- Arrange for the return or onwards travel of the party, and/or arrange transport for parents to the scene/hospital
- Control communications and the flow of information to the affected group, parents, other establishment staff (beware of other staff inadvertently starting rumours circulating).
- Control information to the media – use the expertise of HAT's Media team and direct all media enquiries to them
- Make arrangements for meeting the group back from the visit and returning children to parents.
- Consider the possible need for future emotional support and care for anyone involved (don't forget *other staff, young people and the incident response team as well as those directly involved*).

## Emergency Numbers

This emergency numbers table should be completed with names and numbers of those who should be informed, in order of priority.

In addition to this, the Emergency Contacts List for the visit should be available from the Emergency Home Contact.

Name	Telephone	Mobile

# HAT Critical Incident Controller

## Emergency Action Card: CIC/I

Throughout your duty period as Critical Incident Controller, you must ensure that you have a complete and up to date HAT Critical Incident Plan and the designated mobile telephone which must be switched-on and fully charged at all times.

### On receiving a call

In the event of being alerted to a Critical Incident on an off-site visit, please follow the actions below:

1. STAY CALM – consider the actions you need to take and the people you need to contact to help you. Decide what immediate help you need and contact these people.
2. In the event of receiving an emergency call from a group on a visit remember they will be very stressed. You will need to record some key information, on the form on **Emergency Action Card CIC/2**, without missing anything:

If the initial alert is from the academy Emergency Home Contact, they may already have been contacted by the group in crisis and have obtained the information required by CIC/2. Confirm the information they have, but be prepared to contact the group in crisis to obtain any missing details.

3. Establish communications with the visit Emergency Home Contact and agree the support needed and the protocol for keeping communications open. If required, you will be able to find the Emergency Home Contact and their contact details from the visit form on Ormiston EVOLVE, together with other details of the visit. In particular, the Emergency Contact List for the visit which may be attached to the visit form. If it is not attached, the Emergency Home Contact should be able to provide a copy.  
**It is essential that one person is clearly designated as Controller of the incident response and that it is clear to all who this is.** It is therefore the immediate priority to agree whether control lies with you as the employer's representative (preferred alternative for a Critical Incident) or whether you are acting in support of the academy during the Emergency.
4. Delegate tasks, as and when possible/appropriate, to allow you to manage the situation and to allow for 'concurrent' activity.  
Some or all of the following will need to be considered in conjunction with the actions of the academy:

- Create a Critical Incident Response Team (CIRT)

Possible required roles/staff to include (combine if insufficient people; these roles may be shared with the academy)

- Incident Controller – with responsibility for overall control
  - Communications (a number of people dealing with different aspects?)
  - Resilience team
  - Media/Press officer
  - Logistics – arranging transportation, accommodation etc. for group and any travelling team, arranging payment for this
  - Resources – e.g. office space, reception for any visitors (parents, media etc), refreshments/food
  - Record/log keeper
  - Travelling Team leader(s)
- Establish a control room with unrestricted internet access and multiple telephone lines capable of calling worldwide. Consider other means of communication such as internet, email, text etc.
  - Agree with the Emergency Home Contact/Academy Incident Controller a protocol for contacting the group and for maintaining links with emergency services, media, tour operators, insurance companies etc. - as appropriate.
  - Consider holding operational briefings with assembled staff (where possible).
  - Keep a log of all actions, communications and decisions including people involved and times (CIC/4).
  - Inform the Chief Executive Officer, as necessary;
  - Consider whether a ‘Travelling Team’ is needed to provide support at the scene/in country and/or at the home academy?
  - For an overseas incident - inform the Foreign & Commonwealth Office Consular Assistance team (020 7008 1500).
  - If appropriate, contact the British Red Cross.
  - Make arrangements for the return or onwards travel of the party.
  - Arrange for the transport of parents (including provision of a suitable escort) to the scene/hospital.
  - Control communications and flow of information to the affected group, parents, academy staff (beware of other staff inadvertently starting rumours circulating).
  - Control information to the media – via Media Officer (you and the academy need to be clear about who is issuing press releases, holding press conferences etc., and agree a protocol to agree any statements.)
  - Make arrangements for meeting the group on its return to base and for returning children to parents.
  - Consider the possible need for future emotional support and care for anyone involved (don’t forget other staff, young people and the incident response team as well as those directly involved).

## HAT Critical Incident Controller Emergency Action Card: CIC/2

**Calm and reassure the caller whenever possible!**

Who is calling?
What is their role in the group (Visit Leader/Leader/Participant/other)?
What number can they be called back on should you be disconnected?
What has happened? What is the nature of the emergency?
What is the number and status of any casualties? Can they be identified? Where have they been taken to? Is there a Leader with them?
What is the main groups current location?
What is the total number of people in the party?

Are they staying where they are or moving? If they are moving, where to?

What help do they require?

What time did the incident happen?

What time is it now?

Have they spoken to their Emergency Home Contact?

Have the Police been called or involved? Contact number?

Has there been any contact with the media?

Remind them to follow their Emergency Procedures and record all events and actions taken a.s.a.p.

