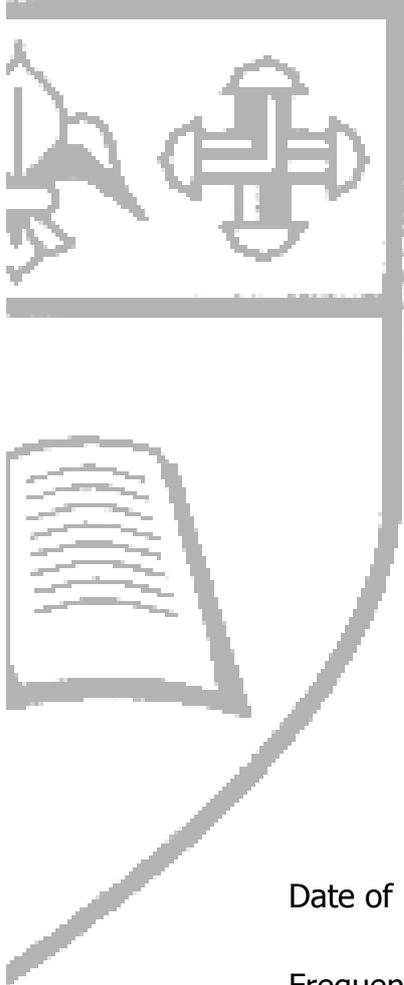


CROMER ROAD PRIMARY SCHOOL

Critical Incidents Plan



Date of Ratification by the Governing Body:	March 2016
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Date of Next Review:	March 2019

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CRITICAL INCIDENTS PLAN

1 Definition aims and scope of the Critical Incidents Plan

1.1 Definition

A critical incident is defined as:

'An event – or events – usually unexpected, which involve members of the school experiencing significant personal distress, to a level which potentially overwhelms normal responses and procedures and which is likely to have emotional and organisational consequences.'

The risks for the school are to:

- the pupils and the staff
- the buildings/premises and grounds
- the systems and services without which the school cannot function effectively.

1.2 Aims of the Plan

To:

1. Define basic processes and procedures that will allow Cromer Road School to manage a critical incident.
2. Provide re-assurance of the practical help that is available from the Local Authority and other agencies, at short notice.
3. Give guidance on other sources of information and help.

1.3 Scope of the Plan

In School

- A deliberate act of violence, such as the use of a knife or firearm
- A school fire
- Asbestos contamination
- A pupil or teacher being taken hostage
- An outbreak of a serious communicable disease
- The destruction or serious vandalising of part of the school
- Any other event deemed by the Headteacher or Acting Headteacher to constitute a school emergency.

Outside School

- The death of a pupil or member of staff through natural causes or accidents
- A transport-related accident involving pupils and/or members of staff
- A more widespread disaster in the community
- Death or injuries on school journeys or excursions
- Civil disturbances and terrorism
- Any other event deemed by the Headteacher or Acting Headteacher to constitute a school emergency.

2 The Overall Management of a Critical Incident

For the purposes of this plan all critical incidents will be managed in three stages:

Stage 1: The identification of the incident as a critical incident and the setting up of the necessary teams of people and resources to manage the emergency.

Stage 2: The management of the incident until it is over

Stage 3: Actions potentially needed after the main emergency is over

The remainder of this policy outlines the processes and actions that will be needed at each stage. It is not meant to be completely prescriptive, as every incident will have its own special requirements, but provides a basic structure within which emergencies should be managed.

The key personnel in the management of a critical incident are:

- The Headteacher or Deputy Head
- The Senior Borough Officer
- The nominated school Onsite Coordinator and Critical Incidents Team
- The LA Team coordinator

3 Stage 1: Activation of the Plan

Incident Occurs

- Headteacher is notified

Headteacher then:

- Rings the emergency services and / or other agencies as appropriate
- Rings the Local Authority (LA) Business Support and Communications Team Manager Guljahan Khatun (0208 359 5345 during office hours) or LA Out of Hours Emergency Service (020 8359 2000 out of hours)
- Rings Site Manager (Gary Knight)
- Identifies on site facilities needed
- Mobilises on site Critical Incidents Team as needed
- Informs the Chair of Governors

Senior Borough Officer then:

- Activates 'First Response Officers' as per borough contact list to attend school (eg: Communications Experts, Public Relations and an LA Team Coordinator)
- Attends site to assist/advise Headteacher
- Determines full needs
- Takes action as needed

4 Stage 2: Management of the Critical Incident - Action Lists for Key Staff

4.1 Headteacher/Deputy Headteacher

Initial Actions:

- Open and continue to maintain, a personal log of all factual information received, actions taken, and the time of those events.
- Make every attempt to clarify exactly what has happened.
- Then consider whether Incident requires involvement of 'Local Authority Support Team' (NB it is requested that initial contact be always made with the Local Authority in emergencies in case they have wider significance.)
- If so contact one of the single point numbers listed in Appendix 2
- Establish whom they will contact
- (NB School Closure should be avoided unless absolutely necessary)
- If outside term time arrange for the Premises Manager to open parts of the school as needed.
- Try to postpone Media comment until after the LA's PR Officer arrived (who will be part of the 'Local Authority Support Team'). If you cannot, see Appendix 2 for some key points to remember

NB: It is especially important that if names of those who may have been involved in the incident are known DO NOT release – or confirm – them to anyone, before those identities are formally agreed and parents are informed.

- If deputising for the Headteacher, try if possible to contact and brief him/her.
- Inform Chair of Governors of Incident and, if appropriate, of involvement of 'Local Authority Support Team' and that he/she should standby to be available for interview by the Media.
- Call in the designated staff members to form the 'School Critical Incidents Team', and nominate one as the Onsite Coordinator to oversee that Team on your behalf.

Once Established:

Brief the school's Onsite Coordinator to oversee the following:

- If 'Local Authority Support Team' has been activated, arrange for Onsite facilities for the Team.
- Agree appropriate identification of staff by using badges
- Expect to see identification of Local Authority Support Team Officers.
- Set up arrangements to manage visitors – arrange for their names to be recorded.
- Set up arrangements to enable accurate information to flow into and out of the school and for telephone calls, by ensuring that:
 - sufficient help is available to answer the many calls that could be received (The Local Authority Support Team will be able to assist with a 'Help-Line')
 - brief, but up-to-date prepared statements are available to staff answering phones
 - media calls are directed to the LA's PR officer
 - care is taken when answering telephone calls
 - an independent telephone is made available for outgoing calls only – a mobile phone can be useful – but remember such messages can be readily intercepted

- staff maintain records of all calls received
- Brief the Critical Incidents Team at regular intervals as to status of the incident.
- Ensure he/she is aware of how colleagues are coping
- Arrange for all pupils to be told, in simple terms, at an early stage (ideally in small groups and initially by class teachers, wherever possible).
- Brief the Team to discourage staff and pupils from speaking to the Media.
- Arrange, if appropriate, for Team members to each have a copy of the Next-of-Kin List.

Parents:

If pupils are involved, the contacting of parents will be an important early task (remember if it is a major Incident, the parents may well have already heard). It may be appropriate to ask the parents to come to the school for a briefing and support. This will need to be done with the utmost care.

- Maintain regular contact with parents.
- If Incident away from school seek Police advice whether parents should travel to the scene, or whether children should be taken home.

Staff:

- Remember to have regular breaks, and advise others to do so
- Maintain regular contact with staff (teachers and office staff)
- Make a point of seeing that all staff involved know each other's roles & responsibilities.
- Always try to think of something positive to say to staff & respond positively to ideas and suggestions
- Be available to see staff when required.
- Remember some members of staff may be so affected, that they will not be able to help in supporting children
- Recognise also that if the burden of dealing with the situation falls disproportionately on a small number of staff, they too could need professional support.
- If Incident is away from school, try to dissuade shocked staff from driving parents to the scene.

Local Authority Support Team:

- Maintain liaison with 'Local Authority Support Team' Senior Officer for duration of Incident.

4.2 Schools Onsite Coordinator and Critical Incidents Team

Initial Actions:

- Obtain full facts of incident from Headteacher
- Open and continue to maintain a personal log of information received, actions taken and the time of those events
- Ensure necessary resources are available

Once Established:

- Assist, where appropriate, in assessing the emotional needs of the staff and pupils. Co-ordinate rapid action to sensitively inform staff and pupils to provide appropriate support

- Assist class teachers who will undertake classroom briefings
 - Arrange special groups for very distressed pupils.
 - Answer all telephone calls and ensure details are logged
 - Ensure all other contacts with parents are logged
 - Refer requests for media information to LA Support team
 - Liaise with LA Support team as needed

5 Stage 3 – Post Incident Issues

Note these actions are for the Headteacher

- When appropriate, seek advice from 'Local Authority Support Team' and contact local clergy/faith communities about special assemblies/funeral/ memorial services.
- Ensure all logs are retained for future reference
- Prepare joint report with named Senior Officer, for Director of Education.
- Arrange for a member of staff to make contact with any pupils either at home or in hospital.
- Make sensitive arrangements for the return to school (as appropriate).

The Headteacher should also initiate a recovery programme, including the set up of a recovery team, assisted by the LA. The range of issues that may need to be addressed in a recovery programme is varied but may include:

- ways of communicating to staff, parents and children
- formal and informal recognition and rituals
- support for staff and pupils, which may include therapeutic help
- support for the Critical Incident Team
- the curriculum implications – timetabling, staffing etc
- buildings issues (perhaps in the case of a major fire)
- policies and procedures implications.

Appendix 1: Media Interviews

Points to note with media interviews:

- Have another person with you, if possible, to monitor the interview
- If possible, agree an interview format i.e. establish what the interviewer wants to ask.
- Be prepared to think on your feet, but try to decide beforehand what you want to say. Do not read it out.
- Remember you could be quoted on anything you say to a journalist, even if it is not part of the formal interview.
- Be prepared to say you cannot comment.
- Don't over-elaborate your answers
- Refuse requests for photos or schoolwork of children/staff involved.
- Try to keep a grip on your emotions during interviews-especially if it is TV.
- Most journalists are responsible, but check where interview/camera team go, when interview is over.

Appendix 2: Contact List (Public version)

The names of organisations and individuals who may be useful to the School in an emergency:

Organisation	Name
Cromer Road Headteacher	Jude Stone
Cromer Road Deputy Headteacher	Heather Cox
Cromer Road Onsite Coordinator	Gary Knight
Cromer Road Critical Incidents Team Member	Steve Baptiste
Cromer Road Critical Incidents Team Member	Katie O'Neill
Cromer Road Critical Incidents Team Member	Marisa Lee
London Borough of Barnet	Incident Manager, Business & Performance Team
London Borough of Barnet	Out of Hours Emergency Service
London Borough of Barnet	Media
London Borough of Barnet	Media out of hours service
London Borough of Barnet	Health & Safety Manager Education H & S Officer
Chair of Governing Body	Bill Webster
Premises Manager	Gary Knight
London Borough of Barnet	Health and Safety Executive