



Tennyson Road Infant School

Highfield Road, Rushden, Northants, NN10 9QD

Tel: 01933 314161

Headteacher: Miss Caroline Hall B.A. Hons P.G.C.E NPQH

www.tennysonroadinfants.org.uk

CRITICAL INCIDENTS POLICY

Safeguarding our children is our priority. All concerns must be reported to our Designated Safeguarding leads:
Miss Hall and Mrs Hilbourne.

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1. DEFINITION OF A CRITICAL INCIDENT

A critical incident can be defined as a serious disruption arising with little or no warning, which causes one or more of the following effects:

- injury
- extensive damage to property
- death
- distress

On a scale beyond the capacity of the organisation operating under normal conditions, and requiring assistance from the Emergency Services, the County Council and others.

Examples of critical incidents include serious accidents, major fire, building collapse, riot and serious acts of violence. They might occur on the school site during school hours, on school transport, whilst pupils are taking part in activities away from the school site, or on school premises during after school activities.

2. AIMS

The aims of this document are to:

- a) Outline practices and procedures, which might be useful in the event of a critical incident.
- b) Inform staff about the relevant support networks offered.

CRITICAL ILLNESS – A PLANNED SCHOOL RESPONSE

3. PRINCIPLES

Key lessons have been learned from critical incidents in the past. These include:

- Rapid action to provide pupils, staff, governors and parents with accurate information is vital; the Cullen Report found parents were critical of the time lapse between the event and the provision of information.
- It is important to clarify facts, as quickly as possible, as inaccurate or conflicting information can be distressing for children, families and the school. There will be a managed briefing (in liaison with emergency services) for parents and other interested parties at a time and venue to be confirmed.
- The Head Teacher should be actively involved as a strategic co-ordinator of information.
- The senior staff team should work through the Head of Public Relations.
- The senior staff team should support and monitor the needs of staff and pupils, and these staff should have access to support and counselling themselves.
- The media may have heard the names of those involved. Names should not be released or confirmed by the school until the authorities have confirmed identification and parents have been informed.
- Pupils should be told about the incident in small groups, sensitively, and with factual answers.
- Pupils should not be sent home without the knowledge of their parent/guardian.
- School closure should be avoided unless absolutely necessary.

4. PRACTICAL MEASURES

- A list of all pupils and staff, together with next of kin contact details are held centrally on the school computer and on paper.
- Report accidents resulting in fatalities, major injuries and hospitalisation in accordance with the procedures.
- Registers should be completed promptly at the beginning of both morning and afternoon sessions. Where reasonably practicable, registers should be taken out whenever there is an evacuation. Late-comers and children who leave school early **must always** be signed in and out. Visitors to the school **must always** sign in and out.
- Visitors should be briefed as to appropriate emergency procedures.
- An evacuation procedure notice will be posted in every room, as near to the door as practicable, and in all public areas.
- Telephone numbers of emergency services, Local Education Authority officers, and support agencies should be readily accessible.

5. TRAINING

- Consideration should be given by the school for training of administrative staff to help them respond quickly and efficiently to the crisis and to queries from distressed families.
- Consideration should be given by the school for training of all staff on topics such as bereavement and general listening skills.
- Staff should be prepared to listen to children and to encourage them to talk through the experience. Mime, dance, art and other means can be used to express feelings.
- In supporting school staff, opportunities should be given for them to express their reactions, which will be recorded if appropriate.

6. OUT OF SCHOOL VISITS

- A list of staff, pupils and volunteers on a school visit should be held in the school office.
- Staff leading pupils on any visit should carry mobile phones and the school telephone number as well as a copy of the list of all on the visit.
- In the event of a serious incident the procedures stated in the Educational Visits Policy (relevant section attached-Page8) must be followed
- The Head teacher/Assistant Head Teacher and Senior Management Team will be responsible for contacting parents etc. Please see '**Suggested timescales for operational plans during school hours**' attached.

7. CRITICAL INCIDENTS AT SCHOOL (eg. Fire, Bomb Threat)

In the case of a need for immediate evacuation of the school these procedures should be followed:

The first member of staff to be aware of the incident should activate the nearest fire alarm.

All children and adults should leave premises immediately through nearest outside door.

All staff should ensure that pupils taking part in PE have shoes available in the hall if they are not wearing PE shoes.

Teachers should assemble children in an orderly fashion in the appropriate area of the playground and await instruction from the “responsible person”, following a risk assessment. If necessary the school will move to the secondary assembly point. This will be either The Baptist Church or Pemberton Centre.

The Office staff (or nearest person to the office) should phone the emergency services and leave the building with the registers, visitors book and emergency box.

Teachers should take a register to check all children are accounted for.

No adult or child should return to the premises without authorisation of the emergency services’ personnel.

The following procedures will be under the direction of the senior person in charge and in consultation with the Emergency Services.

Senior team to contact:

All Staff on site plus any parents

Office Staff to contact:

County emergency planning

Site Supervisor

Chair of Governors (Chair of Governors to contact other governors)

Any appropriate NCC departments i.e. Property Services

Health & Safety

Social Services

EWO

Welfare

Personnel

LEA Press Officer

Staff not on site i.e. Lunchtime supervisors
Learning Support Assistants

Communication’s/Radio, papers etc (no comment to be made except from Official Spokesperson i.e. person in charge or LA Press Officer)

In the event of a serious incident the procedures in ‘**Incident Management Plan – First Response**’ (attached) must be followed.

8. DINNER TIME PROCEDURE

A member of the Senior Team to contact Emergency Services.

A member of the Senior Team to contact personnel on site ie. Lunchtime Supervisors.

Senior Person on Duty to either directly or delegate contact with:

NCC departments i.e. County Emergency Planning

Property Services, H & S, SS, EWO, LA Press Officer

Site Supervisor

Relevant Parents

Chair of Governors

Staff off site

Communications/Radio, Papers etc. No un-official statements.

9. SCHOOL NOT IN SESSION

Key holders i.e. head/Site Supervisor/Head/Other Key holder add phone numbers

Senior person present to contact:

- Emergency Service
- NCC departments i.e. Emergency Planning
- Chair of Governors
- Staff
- Communication Services, no unofficial statements

Out-of-hours users should be briefed as to contact numbers/persons and evacuation procedures

10. SUGGESTED TIMESCALES FOR OPERATIONAL PLANS DURING SCHOOL HOURS

TASK	PERSON(S) RESPONSIBLE	TIMESCALE
Emergency procedures	Most senior member of staff available	Immediately
Contact LEA and Governors	HT/AHT	Within hours
Obtain factual information	As above	Within hours
Contact families of those directly affected	HT/AHT	Within hours
Inform other families	HT/AHT possibly by letter	Same day
Call staff and governors meeting	HT/AHT	Same day
Inform children in classes or groups	Class teacher	Same day
Liaise with the Head of Public Relations	HT/AHT	Same day
Deal with enquiries	School Business Manager	From same day
Arrange with relevant agencies a debriefing meeting for those staff involved in the crisis	HT/AHT	Same day (if possible)
Debriefing for children involved-with other support agencies if appropriate	HT/AHT	Asap (Same day if possible)
Identify adults and children at risk	HT/AHT	Next few days
Promote discussion in classes	All teachers	Following days/weeks
Closely monitor need for group/individual care	All adults	Following days/weeks

11. EMERGENCY PROCEDURES DURING A VISIT

If an emergency occurs the group leader should:

- Establish the nature and extent of the emergency.
- Ensure that the group are safe and looked after.
- Establish the names of any casualties and get immediate medical attention for them.
- Ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedures.
- Ensure that a teacher, or responsible nominated adult, accompanies casualties to hospital and that the rest of the group are adequately supervised and are kept together.
- Notify the police if necessary.
- Inform the school contact – nature, date and time of incident, location, names of casualties and their injuries, action taken so far and action to be taken.
- Notify insurers if necessary or ask school contact to do so.
- Write an accurate report and preserve any vital evidence.
- Complete an accident report as soon as possible.
- Contact HSE or LA if necessary.
- Ensure that no-one speaks to the media. Names of those involved should not be given to the media. Media enquiries should be directed to the LA designated contact.
- Ensure that no-one discusses legal liability with other parties.

12. EMERGENCY PROCEDURES FOR SCHOOL BASE

The group leader should ensure that there is a designated school contact

The school contact should:

- Ensure that the group leader is in control of the emergency.
- Establish if any assistance is required from the school base.
- Contact parents and keep them informed.
- Contact the LA and chair of governors if necessary.
- In the event of a serious incident, liaise with the LA designated media contact.

- Report the incident using appropriate forms if necessary.
- After a serious incident, consider counselling for pupils and adults who have been traumatised.

13. CRITICAL INCIDENTS POLICY INCIDENT MANAGEMENT PLAN

Acknowledgement of Receipt- June 2021 Edition

NAME:

JOB TITLE:

I hereby acknowledge that I have received a copy of the Critical Incidents Policy and Incident Management Plan. I will ensure that I understand the contents and agree to abide by the rules laid down.

SIGNATURE:

DATE:

Please complete and return to the Head teacher.

INCIDENT MANAGEMENT PLAN – FIRST RESPONSE

This plan is to be carried out by the school, whether the incident occurs on or off site.

14. DEFINITION OF A CRITICAL INCIDENT

An incident becomes a critical incident when it constitutes a serious disruption arising with little or no warning on a scale **beyond** the coping capacity of the school operating under normal conditions, and requiring the assistance of the Emergency Services and/or Northamptonshire County Council and others.

Examples of incidents impacting on schools could include:

- Death or serious injury as a result of violence, accident, self harm and/or sudden traumatic illness
- Major fire
- Building collapse
- Riot and/or civil disorder
- Natural and/or man-made disaster
- Terrorism
- Missing person(s)/abductors

Incidents can occur:

- On the school site during school hours
- On school transport
- Whilst the pupils are taking part in activities away from the school site
- On school premises as part of after school activities
- Within the local community involving pupils from the school

Phase I. IMMEDIATE ACTIONS:

Implement the school's incident management plan

- Person(s) with lead responsibility to be released from all duties
- Collect school's incident management plan and contact numbers
- Open a log of events, actions and times (See incident log – Page 9)
- Establish an independent telephone line (e.g. mobile, borrowing a phone line in a nearby building, etc.)
- At any time the co-ordinator may consider suspending the normal operation of the school.

ACTIONS 1-6 SHOULD BE UNDERTAKEN STRAIGHTAWAY.

The order in which these actions should be undertaken will be determined by the needs of the situation.

Action 1. Assess continuing risk, ensure safety of all children & adults

- Contact emergency services as appropriate
- Enter in incident log all contacts made and times

- If off site, establish arrangements for reuniting children, adults and staff with their families – establish option
- Determine that adults and staff involved in the incident are safe to drive or take public transport or whether they need collecting or transportation

Action 2. Obtain information about incident

- When and where incident occurred
- Names of children and adults involved in the incident including those who witnessed it
- Nature of any injuries/fatalities sustained
- Hospitals where injured have been taken
- Names of adults with injured children/adults
- Actions undertaken by emergency services, including arrangements for caring for children/adults who do not require hospital treatment
- Locations of the uninjured
- Remaining hazards at the scene
- Collect relevant pupil/staff lists and contact numbers as appropriate
- If telephone contact, note relevant number(s)
- Control the escape of inappropriate/inaccurate information via mobile/public phones from within the group

Action 3. Contact Senior Education Officer

- Agree with the Senior Education officer whether Education Services needs to initiate the critical incident protocol and/or other actions as appropriate – (see contact information)

Out of Hours Incidents

- Contact the County Council Emergency Planning Team and they will make the necessary contacts (see contact information)

Action 4. Mobilise the school incident management team

- Brief the school's Incident Management Team
- Clarify tasks, make plans and assign roles
- Set up timetable of meetings to review management of incident (the SEO may be present – see Action 8)

Action 5. Contact families of pupils, adults and staff involved in incident

- Designate key member(s) of staff to make contacts
- Ensure that persons making contacts are fully briefed. (It may well be appropriate to rehearse and/or have written guidance as to what is to be said).
- Use the record of contacts to avoid confusion and distress through duplication of contacts and to ensure that no one is missed out
- Establish and offer useful telephone numbers, either for support or for more information, e.g. emergency disaster number, hospital, etc.
- Check that families/parents are not left alone in distress, suggest that they make contact with other relative/neighbours
- Where appropriate, share the contact number of other families involved in incident where they have given permission for this
- Where appropriate, give advice to parents and families (in line with the county council's media advice) on responding to contacts from the media
- Where appropriate, give information about arrangements for uniting or putting in contact children, adults and staff with their parents/families
- Where a parent or family cannot be contacted, consider asking the Police or another professional to visit the home

Action 6. Brief staff, governors, pupils, parents and other members of the School community

- Contact and brief chair of governors, request that he/she inform all other governors
- Hold briefing meetings for all teaching and non-teaching staff, consider setting up a schedule to keep staff informed and updated (e.g. break times, beginning/end of day)
- Issue a prepared statement for all parents
- Inform all pupils in the most appropriate way
- Identify pupils, adults and staff who are absent. Make appropriate arrangements for them to be briefed

Phase II. MANAGED RESPONSE

Action 7. Plan management of incident (with Senior Educational Officer and other agencies as appropriate)

- Meet with the Senior Education Officer, the school's Incident Management Team and other professionals as mobilised by Education Services critical incident protocol and/or county emergency plan
- Review plans, clarify tasks, assign roles and make further plans accordingly
- Ensure that school and other agencies' actions are properly co-ordinated
- Establish timetable of meetings to review the management of the incident
- Clarify criteria for withdrawal of outside agencies at appropriate stage
- Access further advice from the Emergency services if required

Action 8. Set up arrangements to deal with enquiries

- At the earliest opportunity and certainly before speaking to any representative of the media, contact the County Council's Head of Communications
- Ensure that all media contacts are either directed to or are dealt with in line with advice from the County Council's Communications Team Officer
- Consider providing those answering the phone with a written statement as to what it is appropriate for them to say (see notes on action)
- Caution staff about talking to the media
- Organise additional staff to deal with phone enquiries and people coming to the school as necessary
- Designate areas for parents, media, others, avoid too many people in any space
- Ensure that an entry is made in the incident log of all important contacts

Action 9. Make arrangements to support children and adults

- Identify those children, adults and staff who are most likely to be in need of support and activate the SLA with NCC for the staff and pupils.
- Arrange for school staff/support agencies to provide support
- Ensure that pupils, adults, staff and parent/carers are aware of the support arrangements that school is making and how these are accessed
- Consider setting aside and staffing an appropriate area for children who are becoming too distressed to continue with their lessons
- Consider setting aside and staffing a further area for people coming into school who are distressed
- Maintain normal school routines wherever possible
- Consider holding staff meeting with support agencies to discuss appropriate management strategies for distressed children
- Plan how to manage distress that may be caused by on-going police/legal proceedings and media attention
- Give children permission individually and collectively to discuss what has happened and their reactions
- Consider putting on a special class session to give pupils information about the grieving process and to enable them to talk through their experiences
- Plan appropriate support for staff to enable them to cope with children's questions and discussion
- Ensure that all staff including those co-ordinating the school's response do not neglect their own need for support
- Schedule staff co-ordinating the school's response to be 'off duty'
- Ensure staff are alert to physical and/or emotional change or any other signals of distress among staff as well as children
- Refer staff, adults and, with parental consent, children to outside agencies for support
- Wherever possible ensure a rota of staff to manage the incident, operating a maximum of 7 hours.

Action 10. Make arrangements for personal effects, registers and area of school affected

- In discussion with parents/families, decide on what to do with the personal effects of the individuals who are critically ill or have died
- Consider discussing with relevant class members what would be appropriate for work (including work as part of any displays), desks, books, lockers, etc, belonging to individuals who have died or are critically ill
- Make arrangements to adjust class registers, rotas, any other pupil listings accordingly
- Make appropriate arrangements for the part of a school where the incident occurred

PHASE III. RESTORATION TO NORMALITY

Action 11. Make arrangements for expressions of sympathy and/or acknowledgement of what has happened

- Make arrangements to express support/sympathy to families, children and adults who have been hurt or bereaved
- Make arrangements to support the plans that the family may have for a memorial
- Make plans for attendance at funerals. Find out if school representatives are welcome. Ensure that school representatives feel able to cope with these tasks

- Make arrangements for someone from school to visit injured in hospital or bereaved at home
- Consider sending cards and messages from children and staff to children, adults and staff affected
- Consider organising a special assembly/service to collectively acknowledge what has happened and how the school is coming to terms with this. Consider involving religious leaders. Consult with families of individual affected
- Consider setting up an area in the school where writing, art work or other mementos can be dedicated to individuals affected

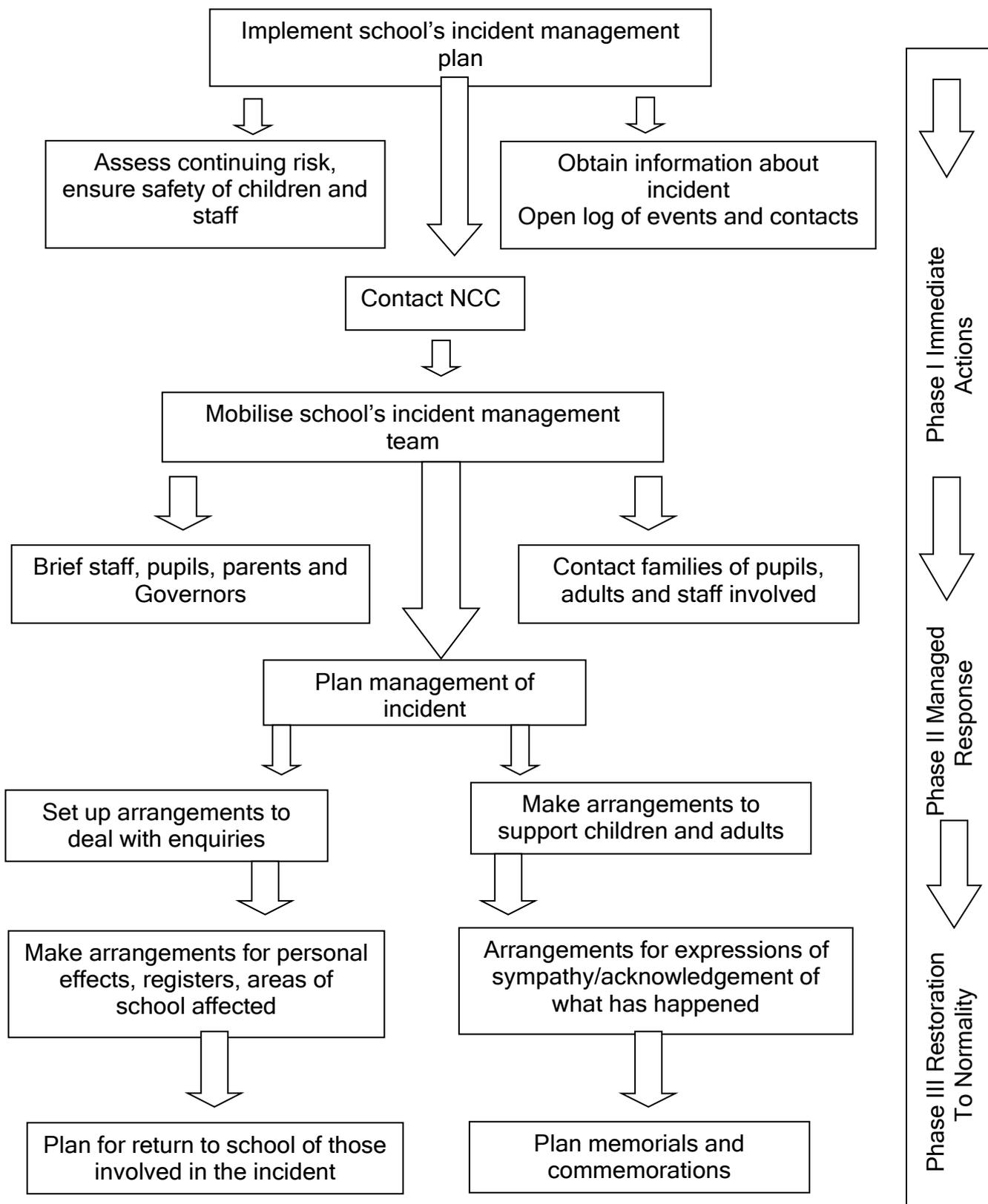
Action 12. Plan for return to school of those involved in the incident

- Home visit by class/form teacher/member of staff to discuss arrangements for return (e.g. visits, part-time attendance, etc.)
- Planned support for emotional needs (e.g. how to cope with the comments and questions of other pupils, permission to remove themselves from lessons to go to an agreed place if they are becoming distressed, etc.)
- Support for possible physical needs (e.g. mobility difficulties, disfigurements, etc.)
- Rota of home visits from school friends
- Where appropriate, organise work to be sent home prior to return
- Brief staff and children on how best to support individuals returning to school
- Arrangements to differentiate work, manage missed course work, special arrangements for exams, etc., also to adjust work loads for members of staff returning to school, etc.

Action 13. Plan memorials and commemorations

- Consider an appropriate memorial, taking into account the wishes of those who were involved or bereaved (e.g. special garden, tree, furniture, painting, sculpture, photograph, memorial prize, etc.)
- Appeals and donations are a complex area and advice should be sought from the British Red Cross (See Appendix: Contact Telephone Numbers)
- Discuss how to mark anniversaries e.g. commemorative service/assembly, concert, displays, etc.
- Brief staff who subsequently join the school about the incident, also about the long term emotional needs of children and staff affected by it

KEY TASK SUMMARY



CONTACT INFORMATION

	Phone contacts both during and after hours
School incident management team leader	Head Teacher or Chair of Governors (see below)
School incident management team 1. Caroline Hall – (or Margaret Smith in Caroline’s absence) 2. Alison Pott or Tracy Mallinson-Weir 3. Tony Crowley 4. Maxine Hill 5. Laura Clarke	Head/ Senior teacher (see below) School Business Manager /School Administrator Site Supervisor (see below) Assistant Head teacher – Rowan Gate Head teacher – Rowan Gate 07498 723449
NCC INITIAL CONTACT County Emergency Planning Officer	01604 367288 or 366289 07540 675094 or 07540 675099 0300 126 1012 07885 292851 pager 07659 182932
Chair of Governors	Mike Kendall
Emergency Services	999
Local Hospital	01536 492000
Local Social Care and Health Office	0300 126 1000
NCC Communications Team	01604 237957 07753 630271/2
Local religious leaders 1. C of E 2. Methodist 3. Wesleyan 4. Catholic 5. Baptist 6. Salvation Army	Rachel Hawkins - 359398 Ian Fall - 312919 Steve Pearman – 397050
Head of Insurance	01604 236479
Health and Safety	(Day) 01604 236357 (Other times) 07721 522896
IPS Wellingborough Team	01933 440289
Reactive Maintenance Team	01604 366858
HR	01604 237058

TITLE	NAME	CONTACT
HT	Caroline Hall	01933 314161
AHT RG	Maxine Hill	01933 314161
SBM	Alison Pott	01933 314161
Site Supervisor	Tony Crowley	01933 314161
Chair Governors	Mike Kendall	01933 314161
Vice Chair	Richard Ball	01933 314161

CRITICAL INCIDENTS POLICY and INCIDENT MANAGEMENT PLAN

Please sign this form and return it to the head teacher.

I have received and read the Critical Incidents Policy and the Incident Management Plan.

Signed _____

Print Name _____

Date _____

Appendix A Effects of Critical Incidents on the School Community

The consequences of any major event upon all those connected with it cannot be precisely defined. However, the support necessary will be needed as quickly as possible.

Staff and governors who have experienced such events comment about a number of important factors including:

- the suddenness of the occurrence
- the effect of shock
- the need for rapid support
- the need to communicate with large numbers of people quickly
- the publicity and attention which can follow.

CHILDREN

Pupils' reactions to critical events will depend partly upon developmental stage. Potential effects are significant and can include anxiety at separation in the very young, disturbed sleep, difficulties in concentration, guilt, avoidance of activities that are related to the event and exaggerated responses to certain events.

Where the level of support necessary is considered to be over and above that which Inclusion and Pupil Support (IPS) can offer, the Senior Management Team should ensure that all support is co-ordinated.

STAFF

Staff have to relate to all pupils, including those not involved in the incident. In addition they have to relate to a wider audience of colleagues and parents, as well as their own family and friends. They may have difficulty knowing when to talk about the incident and what to say. If they have been directly involved in the incident they may experience similar effects to those described for children. They may choose to discuss their difficulties with children who were involved, rather than with colleagues. Other staff need to be aware of these issues, and ensure that appropriate support is available for staff who have been involved in major incidents. If appropriate, trained facilitators will be called upon to carry out a de-brief as soon as possible after the event.

SCHOOL COMMUNITY

The consequences of a major incident upon a school community can be profound and long lasting. Immediate shock can be anticipated; long term shock can also occur. Often a school suffers from a temporary disruption to its normal routine, the effects of which can be felt for some time afterwards. Attention should be given to supporting pupils and their families through this period.

To summarise: consequences of critical incidents will involve pupils, staff, governors and families, as well as impacting strongly on the local community.

REVIEW AND UPDATE

Reviewed: March 2022

Signed by:

Head Teacher: Miss C Hall

Chair of Governors: Mr M Kendall

Review date: March 2023

Edited: May 2022