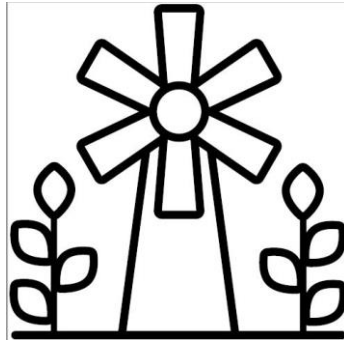


Sibsey Free School



Critical Incidents Management Policy

Approved by: Governors

Date: May 2023

Next Review due: May 2025

CRITICAL INCIDENT MANAGEMENT POLICY

In managing a critical Incident, the school will follow the guidance contained in Lincolnshire County Council's '**Guide to Managing Critical Incidents in Schools**' (available on **Perspective, along with an up to date list of useful contact details**).

A critical incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within a school community and which overwhelms the normal coping mechanisms of that school.

Critical incidents happen when least expected. When a school is affected by a crisis, all staff have an important role to play in supporting the emotional health and wellbeing of their school community and in maintaining control of the situation in the school.

It is important that staff know that they have a significant role at this time, that they feel valued and that their contribution is acknowledged. It should be recognised that on occasion some members of staff, for various reasons, may not be in a position to take an active role in managing a critical incident.

The effects of a critical incident on a pupil or staff member can be wide-ranging and can impinge upon his or her family particularly if the pupil is close to those at the centre of the crisis or the incident. A critical incident can also impact on the wider community including pupils and staff from other schools.

With reference to the Guide to Managing Critical Incidents in Schools:

Section One: Before the Incident

This section emphasises the importance of being proactive in preparing for critical incidents. It highlights the importance of having a Critical Incident Management Strategy and Critical Incident Management Plan and details the role of a school's Critical Incident Management Team. It also highlights the importance of a multi-agency and well-co-ordinated response.

Section Two: During the Incident

This section describes action to be taken by a school when responding to a critical incident. It identifies important sources of support available to a school's Critical Incident Management Team and the essential tasks to be undertaken as part of a collaborative and well-managed response. Detailed advice is given with regard to staff briefings, breaking the news to pupils and contacts with parents*/carers. This section also gives advice on managing the media, the importance of pupil and staff welfare and support available during a critical incident response. The need to identify vulnerable 'at risk' pupils is also highlighted.

Section Three: After the Incident

This section deals with the important work required to help the school and the broader community cope with and recover from a critical incident. It advises on monitoring and support arrangements necessary for pupils and staff. It also emphasises the need for ongoing vigilance and identification of those with delayed or complicated grief reactions and who may be 'at risk'. This section also advises on supporting families, memorials and commemorations and reviewing the school's Critical Incident Management Plan.

Section Four: Appendices with Resource Materials

This section contains publication references, resources and support service details that schools may find helpful. It also details the information sources used in developing this guidance.

* In this document the term parent includes guardian and primary carer.

Purposes of this Policy

- To ensure that swift and appropriate action is taken the moment the school is made aware that a critical incident has occurred.
- To provide accurate information effectively to staff, pupils, parents, governors and the LA.
- To offer sensitive, non-intrusive support in the short and medium term to all those affected directly or indirectly by what has happened.
- To maintain as far as possible the normal routines of school life so as to offer a secure framework of continuities to all pupils.

Potential incidents which could affect Sibsey Free School are considered to be:-

- sudden death of pupil or member of staff;
- disappearance of a pupil or member of staff;
- death or injury of a pupil or staff member on a school outing;
- severe injury to pupil or staff member as a result of road traffic accident;
- serious assault on pupil or staff member in school;
- violent/disturbed intruder on school premises during school day;
- serious damage to school building or property through fire, flood or vandalism;
- civil disturbance in local community;
- pupil with contagious illness;
- immediate evacuation of the school with no likelihood of return for a number of hours.

DISASTER RECOVERY

The School also operates a separate Business Continuity/Disaster Recovery Plan

This plan has been formulated to ensure that any impact on business continuity, following any emergency situations such as floods, gas leak, acts of vandalism or terrorism, pandemic, explosion, hardware/software failure or any other disaster, is kept to a minimum.

In the event of the Disaster Recovery Plan having to be initiated, the personnel named below will form the **Disaster Recovery Team** and take control of the following:

	Team Leader	Deputy
Building and Contents	Mr. G. Wright	Mr. D. Flynn
Information Technology/ Data/ Recovery	Mr. D. Flynn	Mr G. Wright
Recovery of valuable items	Mr. G. Wright	Mrs. C. Felipes

Supplies	Mrs. C. Felipes	Mrs. M. Malkinson
Security	Mr. G. Wright	Mrs. M. Smith
Public Relation	Mr. G. Wright	Mr D. Flynn
Communications	Mr. G. Wright	Mr. D. Flynn

Effects

The effects of a critical or traumatic incident on a child can be wide ranging and can impinge upon his or her family, other children (particularly those close to the child or the incident, or who may be emotionally vulnerable themselves) and upon the staff of the school.

On children:

The potential effects of a traumatic incident upon children are significant. They might include: recurrent dreams of the event; feeling as if the event is recurring; sleep disturbance; guilt about surviving; diminished interest in significant activities; feelings of detachment; exaggerated startle response; memory impairment; trouble concentrating; disturbing images and memories of the event; avoidance of activities which recall the event.

The reactions of the child will be influenced by his or her developmental stage, and may range from separation anxiety in the very young, apparent indifference in young children, to feelings of guilt or revenge in older children.

On the School Community:

The effects upon the school community of a traumatic event, whether occurring at the school, or involving pupils away from the school environment, can be profound, disruptive and long lasting. The immediate impact may involve shock, particularly to those who witnessed the event, disruption of the timetable, new responsibilities for staff in supporting children and informing their parents and communication difficulties. After the event there may be continuing need to support and monitor pupils who have been affected and to support staff. The consequences for a school may last for a year or more and involve pupils, staff and other adults involved.

A Critical Incident Management Team (CIMT) will comprise the following staff:-

Headteacher
Headteacher's Senior Administrator
Members of SLT
Chair of Governors

- One member of the SLT will take responsibility for the school whilst the CIMT is working.
- All incoming calls from relatives or the LA related to the critical incident to be passed to the Headteacher's Senior Administrator who will work to advice from the CIMT.
- All incoming press calls to be referred to the LA.
- All incoming calls not related to the incident to be managed by the main office.
- Two members of staff to be appointed to manage incoming calls and route all critical incident calls to the Headteacher's Senior Administrator.
- Further members of staff to be appointed (as required) to work in Reception to deal with personal enquiries under the direction of the CIMT.

GUIDANCE FOR SCHOOL STAFF IN EVENT OF A MAJOR INCIDENT IN SCHOOL ENVIRONS

THERE HAS BEEN A MAJOR INCIDENT

INSTRUCT ALL COLLEAGUES TO RECORD THEIR ACTIONS AS SOON AS POSSIBLE

ALLOCATE KEY RESPONSIBILITIES – as outlined by the emergency action cards

<p>INFORM</p> <p>OBTAIN FACTS AND INFORMATION</p> <p>CALL THE EMERGENCY SERVICES USING 999</p> <p>RETAIN ANY RELEVANT EQUIPMENT</p> <p>INFORM REST OF SCHOOL STAFF AND CHILDREN AS APPROPRIATE</p> <p>CONTACT DIRECTOR OF EDUCATION AND CULTURAL SERVICES (or his/her representative)</p> <p>CONTACT CHAIR OF GOVERNORS</p> <p>CONTACT HEALTH AND SAFETY REPS</p> <p>PREPARE TO DEAL WITH THE MEDIA</p>	<p>ADULT 1 - INFORMS</p> <ul style="list-style-type: none">• Headteacher/Leadership Team• Administrator
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<p>SAVE</p> <p>ADMINISTER FIRST AID WHERE POSSIBLE</p> <p>ESTABLISH A CONTACT POINT WITH THE EMERGENCY SERVICES</p> <p>TRAVEL WITH CASUALTIES TO HOSPITAL</p> <p>COMPLETE ACCIDENT FORMS</p>	<p>ADULT 2 - SAVES</p> <ul style="list-style-type: none">• First Aiders – Managed by Miss Bellamy
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CARE

KEEP A RECORD OF WITNESSES
KEEP OTHERS INFORMED OF SITUATION
ARRANGE FOR NON-CASUALTIES TO EVACUATE SCHOOL
CARE FOR RELATIVES ARRIVING AT SCHOOL
CONSIDER RELOCATION TO OTHER PREMISES
REMAIN AVAILABLE TO EMERGENCY

ADULT 3 - CARES

- **Leadership Team/Administrative Assistant/Teaching Assistant**

ASSIST

KEEP OTHERS INFORMED OF SITUATION
ENSURE ALTERNATIVE ACCOMMODATION IS AVAILABLE IF NEEDED
KEEP SWITCHBOARD STAFF AWARE OF KNOWN FACTS
HELP TO ESTABLISH INCIDENT ROOM

ADULT 4 - ASSISTS

- **Leadership Team/Teacher/Teaching Assistant**

**MAINTAIN VITAL COMMUNICATIONS WITH COLLEAGUES AT ALL TIMES
DO NOT ALLOW PUPILS TO TALK TO THE MEDIA UNLESS STAFF OR PARENTS HAVE GIVEN PERMISSION**

**GUIDANCE FOR GROUP LEADERS ON OUT-OF-SCHOOL ACTIVITIES
THERE HAS BEEN A MAJOR INCIDENT**

INSTRUCT ALL COLLEAGUES TO RECORD THEIR ACTIONS AS SOON AS POSSIBLE

ALLOCATE KEY RESPONSIBILITIES – as outlined by the emergency action cards

<p>INFORM</p> <p>OBTAIN FACTS AND INFORMATION CALL THE EMERGENCY SERVICES USING 999 SYSTEM RETAIN ANY RELEVANT EQUIPMENT INFORM SENIOR SCHOOL STAFF CONTACT HEALTH AND SAFETY REPRESENTATIVES REQUEST ASSISTANCE ON SITE AS NECESSARY PREPARE TO DEAL WITH THE MEDIA</p>	<p>ADULT 1 - INFORMS</p> <ul style="list-style-type: none">• Group Leader
<p>SAVE</p> <p>ADMINISTER FIRST AID WHERE POSSIBLE ESTABLISH A CONTACT POINT WITH THE EMERGENCY SERVICES TRAVEL WITH CASUALTIES TO HOSPITAL COMPLETE ACCIDENT FORMS</p>	<p>ADULT 2 - SAVES</p> <ul style="list-style-type: none">• Nominated adult to be shown on risk assessment
<p>CARE</p> <p>CALL OTHER ASSISTANCE AS NECESSARY KEEP A RECORD OF WITNESSES KEEP OTHERS INFORMED OF SITUATION CONSIDER ABANDONMENT OF ACTIVITY ARRANGE FOR NON CASUALTIES TO RETURN TO SCHOOL REMAIN AVAILABLE TO EMERGENCY SERVICES AND SUPERVISING COLLEAGUES</p>	<p>ADULT 3 - CARES</p> <ul style="list-style-type: none">• Nominated adult to be shown on risk assessment

MAINTAIN VITAL COMMUNICATIONS WITH COLLEAGUES AT ALL TIMES

GUIDANCE FOR SENIOR STAFF ON HEARING OF A MAJOR INCIDENT
AFFECTING AN OUT-OF-SCHOOL ACTIVITY

THERE HAS BEEN A MAJOR INCIDENT

INSTRUCT ALL COLLEAGUES TO RECORD THEIR ACTIONS AS SOON AS POSSIBLE

ALLOCATE KEY RESPONSIBILITIES – as outlined by the emergency action cards

<p>INFORM</p> <p>OBTAIN FACTS AND INFORMATION ENSURE EMERGENCY ASSISTANCE HAS BEEN CALLED CONFIRM WHO IS IN CHARGE CONTACT HEADTEACHER/SENIOR STAFF CONTACT EMERGENCY PLANNING OFFICER CONTACT CHAIR OF GOVERNORS CONTACT LEA REPRESENTATIVES CONTACT OTHER STAFF PREPARE TO DEAL WITH THE MEDIA</p>	<p>ADULT 1 - INFORMS</p> <ul style="list-style-type: none">• Headteacher• Leadership Team <p>Senior Administrator may also play role in C.I.</p>
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<p>CARE</p> <p>DECIDE WHO AND HOW TO TELL PARENT OF CHILDREN ON THE VISIT</p> <p>ESTABLISH INCIDENT ROOM ESTABLISH ROOM FOR RELATIVES REMAIN AVAILABLE TO SUPERVISING COLLEAGUES</p>	<p>ADULT 2 - CARES</p> <ul style="list-style-type: none">• Leadership Team/Administrative Assistant/Teaching Assistant
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MAINTAIN VITAL COMMUNICATIONS WITH COLEAGUES AT ALL TIMES

COPING WITH EMERGENCIES

QUICK REFERENCE ACTION SHEET 4a

Incident log for recording vital information in the event of a major incident

Name.....Date.....Page.....of.....

DATE	TIME	EVENT Name and nature of incident	AGREED ACTION(S)

COPING WITH EMERGENCIES

QUICK REFERENCE ACTION SHEET 4b

Recording vital information in the event of a major incident

The following information should be recorded at any major incident.

- Who is reporting the incident?
- Where are they reporting from? (Telephone Number)
- What has happened?
- Where has the incident occurred?
- When did the event occur?
- Have the emergency services been summoned?
- Have they arrived?
- Have any other support services been summoned?
- Have they arrived?
- How many of the party are involved?
- What has happened to them?
- What is their condition?
- Where are the rest of the party?
- Who is with them?
- Where are the casualties to be taken?
- Who is accompanying them?
- Do they have a contact number?
- When will the next contact be made?
- If a crime has been committed, has the scene of crime been preserved as far as possible?