***Insert Name of Academy***

Template for Developing an

Academy Critical Incident Plan

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**NB – Resource Sheets are available separately**

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| Key Contacts List - The Academy Critical Incident Management Team(please note keyholders C:\Users\KDavis\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\5PHQOSSV\MC900434713[1].wmf) Replace LA and service telephone numbers as required by academy

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Title** | **Contact numbers:** | **CIMT Role,** E.g. Incident Manager/Deputy, Parent Liaison Officer/ Deputy, Administrator, Media Spokesperson, Pupil Welfare |
|  | Headteacher |  |  |
|  | Chair of Governors |  |  |
|  | Deputy Headteacher |  |  |
|  | Administrative Officer |  |  |
|  | Premises Manager |  |  |
|  | Duty contact (holiday) |  |  |

 |  |
|  |  |
| Other Agencies – Key Contacts *(example numbers may need revising for your academy)* |
| **Organisation** | **Department/Title/Name** | **Contact number:** |
|  | Fire and Rescue Service | **999** |
| LA  | Emergency Planning Officer (contact if 999 called or if incident on school trip away from site) |   |
| LA  | Children’s Services |  |
| LA  | Outdoor Education |  |
| LA | Property services (office hours) |  |
| LA | Engineering/Building: |   |
| Local Police |  |  |
| Gas | Gas Emergency Services  |  |
| Electricity | Southern Electric |  |
| Water |  |  |
| Cleaners |  |  |
| Class Cover |  |  |
| Local Radio |  |  |
| Diocese |  |  |
| Academy Trust | Chief Executive Officer**Sue Samson** | 01243 793498 (office)S.Samson@chi.ac.uk |
| Academy Trust | Director of Financial and Commercial Services**Helen Turner** | 01243 793463 (office)h.turner@chi.ac.uk |
| University Press Officer | James Haigh | 01243 816495 |

Introduction

This document provides guidance for Headteachers, Managers and Governors who have a responsibility to plan for potentially serious incidents. It offers advice on what to include in an academy critical incident plan which should guide the actions of those responsible if an emergency occurs. Academies may wish to adapt the advice to match their own requirements and special schools and pre-school settings will need to make additional arrangements to reflect the needs of their pupils. A separate set of resource sheets is available to assist in operational tasks such as information gathering, role allocation, communications, logging and review.

The key to managing critical incidents successfully is forward planning. It will almost always be appropriate for the Academy to act and speak on its own behalf although the University of Chichester Academy Trust should be kept informed, and it and other services can provide advice and support. Academies that are well-prepared to respond to an emergency and then provide strong leadership and timely and clear communication in difficult situations will gain the confidence of their school community. In times of crisis children and young people are best supported by adults who know them well and in whom they have confidence. Families and the local community will look to the school and its leaders for information, reassurance and practical assistance. Teachers have the skills and local knowledge to support their pupils and, in partnership with parents, are the best people to provide this help.

The University of Chichester Academy Trust strongly advises academy Local Governing Bodies to draw up a plan, review it regularly, keep it updated, and maintain training for staff.

Definition of a critical incident

An incident becomes a critical incident when it causes serious disruption with little or no warning, on a scale beyond the coping capacity of the academy operating under normal conditions, and requiring the assistance of the Emergency Services, local authority support (both as part of its civic duty and under SLA arrangements), the University of Chichester Academy Trust and other agencies.

Examples of Emergency/Critical Incidents

Incidents may occur on site, in the local community or out of the area (e.g. on a school trip).

* A deliberate act of violence, such as the use of a knife by a member of staff or pupil;
* The unanticipated death of a pupil or member of staff;
* Death or serious injury on an educational visit;
* A transport related accident involving pupils and/or members of staff;
* A school fire or laboratory explosion;
* The destruction or serious vandalism of part of the school;
* An incident which affects access/egress for the school;
* A significant flood;
* A gas or major sewage leak;
* The loss of water or heating;
* Public health threats (e.g. Pandemic Influenza);
* A widespread emergency in the community, e.g. hazardous substance release, severe weather, etc;
* Civil disturbances and terrorism.

Not all incidents will require a full scale response but planning should take into account the long-term effects and wider management issues that may arise during or after an incident.

Examples of Non Critical Incidents

* The death of a person associated with the school
* Expected death of a pupil or member of staff
* Lower scale health issue
* Issue outside of school or in the local community
* External incident/event requiring increased awareness
* Short term loss of a number of staff
* Short term loss of infrastructure systems

A situation may be demoted or escalated depending on circumstances and the developing situation. If in doubt, err on the side of caution and declare an incident critical.

Advice on preparing your Academy Critical Incident Plan

* Assign a Governor responsibility for overseeing the Critical Incident Plan
* The LGB and SMT should review and update the Plan regularly, at least annually
* The Plan and up-to-date contact information should be accessible on and off the school site in electronic and hard copies
* People named in the Plan should provide 24 hour contact telephone numbers
* The Plan should include arrangements to contact all members of staff
* All academy staff should be aware of the Plan and how it is implemented**.** Include information in induction for new staff
* Clearly identify the Academy’s critical incident management team, with agreed roles and responsibilities, for example:

► On scene manager;

► Lead responsibilities and point of contact for emergency services, media, insurance and outside agencies;

► Responsibility for obtaining information and contacting parents and families of

those involved;

► Briefing and liaising with staff, pupils and parents; making arrangements for pupil

and staff support;

► Co-ordinating a record of contacts and actions, managing telephone contacts and

individuals coming into school; and

► Maintaining normal running of the school.

* Practice procedures regularly using different scenarios, for example on and off site, during/after school hours
* Identify a secondary evacuation/assembly point
* Ensure arrangements for an independent outgoing phone line (e.g. mobile or borrowed line at secondary venue)
* Put plans in place to communicate with parents, e.g. by text, email, website, telephone, in person, as appropriate. (See Resource sheet – informing parents.)
* Identify staff with First Aid qualifications and ensure training is up to date
* You may need to consider
	+ weather conditions and cold/hot temperatures
	+ refreshments
	+ toilets and washing facilities
* **Arrange for a critical friend to review your plan**

Consider preparing an emergency grab-bag which may contain:

1. Copy of School Critical Incident Plan

2. Log book

3. Contact telephone list

4. List of all pupils (names, address, medical details, emergency contacts)

5. Staff list (names, addresses, medical details, emergency contacts)

6. Plans of the school

7. Visitors badges

8. Mobile phone and charger

9. Torch

10. First Aid Kit

11. Pens and paper

12. Identification Tabards

13. Laptop/mobile device with internet connectivity

**For off-site visits and residential trips**

As above, plus:

1. List of all pupils on the trip (names, address, medical details, emergency contact)

2. List of all staff involved in the trip (as above)

3. Emergency contact telephone numbers. For residential trips contact needs to be

available 24 hours each day.

4. Transport operator contact details.

**On trips overseas**

As for off-site visits and residential trips, plus:

5. Photo sheet – each leader should have a photo sheet of all pupils together with

 each pupil’s home and emergency telephone numbers.

Key Tasks and Actions

|  |
| --- |
|  Phase 1 – Immediate ActionsAssess continuing risk, ensure safety of children and staffIf appropriate, call 9991 |
|  |
| Implement academy’s Critical Incident PlanContact LA Emergency Planning Duty OfficerObtain information about incident and open a log432Mobilise academy’s Critical Incident Management TeamBrief staff, pupils, parents and GovernorsContact families, adults and staff involved567Phase 2 – Managed Response |
| Make arrangements to deal with enquiries and mediaPlan management of incident98Make arrangements for personal effects, registers, affected areas of academyArrange to support children and adultsPlan for return to school of those involved in incidentPlan memorials and commemorationsPhase 3 – Restore Normality |

10

11

 **PHASE 1: IMMEDIATE ACTIONS**

12

Arrange expressions of sympathy/acknowledgement of what has happened

14

13

**The order in which these actions are undertaken will depend on the situation.**

**Action 1**

**ASSESS CONTINUING RISK, ENSURE SAFETY OF ALL CHILDREN & ADULTS**

**CONTACT EMERGENCY SERVICES ‘DIAL 999’**

* Deploy first aiders, if necessary.
* Account for all pupils and staff.
* Report anyone missing to the Police or other emergency services.

**CONTACT ACADEMY TRUST**

**Action 2**

**OBTAIN INFORMATION ABOUT INCIDENT AND OPEN A LOG**

Collate as much information as possible ***(refer to Resource Sheet 1: Incident Notification Form and Situation Management Report).*** Information should include the following:

* Overview of incident/description.
* When and where incident occurred.
* Names of children and adults involved including those who witnessed it.
* If the incident is a crime scene consider preserving the scene and identify witnesses and/or potential offenders.
* 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.

Control the escape of inappropriate / inaccurate information via mobile / public phones from within the group.

**Not all this information may be available; however this should not cause a delay in moving to the next action.**

**It may be**

**Action 3**

**IMPLEMENT THE SCHOOL’S CRITICAL INCIDENT PLAN**

* Person(s) with lead responsibility to be released from all duties.
* Collect School Critical Incident Plan and Emergency Pack
* Set up the pre-determined operations room for the co-ordination of the incident
* Establish an independent telephone line (if necessary a mobile, or line in nearby building)

**a small school, to enlist the help of County Council**

**via the Emergency Planning Duty Officer.**

**Action 4**

**CONTACT LOCAL AUTHORITY EMERGENCY PLANNING DUTY OFFICER**

* Phone Emergency Planning Duty Officer, with information collated under action 2.
* Advise Emergency Planning Duty Officer of any specific requirements of assistance or support that are known.
* Confirm the contact details of the single point of contact from the school.
* The Emergency Planning Team will inform associated schools that could be directly affected by the incident.
* Confirm with Emergency Planning Officer level of civic support provided and where necessary, make separate contact under SLAs with Children’s Services, Outdoor Education, Property Services as appropriate.

**Action 5**

**MOBILISE THE SCHOOL CRITICAL INCIDENT MANAGEMENT TEAM**

* Brief the team.
* Clarify tasks, make plans and assign roles ***(refer to Resource Sheet 2: Critical Incident Management Team roles)***
* Set up timetable of meetings to review management of incident
* Contact police and the critical incident response team coordinator to be part of the management team
* Set out first meeting (***refer to Resource Sheet 3: Critical Incident Management team Agenda***)
* Identify how senior staff, including the head teacher, will be supported.

**Action 6**

**CONTACT FAMILIES OF PUPILS, ADULTS AND STAFF INVOLVED IN INCIDENT**

* Designate key member(s) of staff to make contacts and liaise with the Police.
* Ensure that persons making contacts are fully briefed with written guidance on the situation.
* If a Police-led incident then contact with families should be agreed by both parties.
* Maintain a record of contacts to avoid confusion and distress through duplication of contacts and to ensure that nobody is missed out.
* Establish and offer useful telephone numbers, for support or for more information.
* Check that families/parents are not left alone in distress, suggest that they make contact with other relative/neighbours.
* Where appropriate, give advice to parents and families (in line with 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.
* If a parent or family cannot be contacted, consider asking the Police to visit the home.

**During an emergency situation parents should be advised not to contact their child via a mobile phone but to phone a dedicated number or wait for information via a textline or email.**

**Action 7**

**BRIEF STAFF, GOVERNORS, PUPILS, PARENTS/CARERS 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, set up a schedule to keep staff informed and updated.
* Issue a prepared statement for all parents – use school website, letter or text whichever seems most appropriate to the situation (***refer to Resource Sheet 5)***
* Inform all pupils in the most appropriate way (the critical incident team can assist). (***refer to Resource Sheet 6)***
* Identify pupils, adults and staff who are absent. Make appropriate arrangements for them to be briefed.

**PHASE 2: MANAGED RESPONSE**

**Action 8**

**PLAN MANAGEMENT OF INCIDENT**

* The Academy’s Critical Incident Management Team should liaise with the Emergency Planning Duty Officer, the Police, the University of Chichester Academy Trust and other agencies as appropriate. ***(refer to*** ***Resource Sheet 3: Critical Incident Management Team Agenda).***
* Review actions so far, clarify tasks, assign roles and make further actions 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 9**

**SET UP ARRANGEMENTS TO DEAL WITH ENQUIRIES AND MEDIA**

* The wider school community will be reassured if leaders of the academy provide appropriate, clear and timely information.
* Consider providing those answering the phone with a written statement as to what it is appropriate for them to say.
* Organise additional staff to deal with phone enquiries and visitors as necessary.
* Caution staff about talking to the media; agree one academy contact for enquiries.
* Designate areas for parents, media, others. (This could be off site depending on the nature of the emergency).
* Ensure that the incident log includes a record of all telephone calls made and received and any actions taken.
* Media advice and assistance with media statements and other communications can be sought from the Trust or (out of hours) from the County Council’s Duty Press Officer).

**Note … a Friends and Family Reception Centre may be set up by the Police. Depending on the situation this may be the designated place for parents to gather.**

**Action 10**

**MAKE ARRANGEMENTS TO SUPPORT CHILDREN AND ADULTS**

* Identify those children, adults and staff who are most likely to be in need of support.

Inaddition to the individuals directly affected, children and adults who are most likelyto suffer distress as a consequence of an incident are those who:

* + are uninjured, but were at greatest risk
	+ directly witnessed death/injury/violence as part of the incident
	+ are siblings
	+ have perceived culpability for what has happened however indirect or incorrect
	+ are experiencing instability at home
	+ have learning difficulties
	+ have pre-existing emotional and behavioural/mental health difficulties
	+ are vulnerable due to cultural and/or language difficulties
	+ have previously suffered bereavement or loss.
* Arrange for school staff/support agencies via local authority Children’s Services
* It is good practice to inform and/or seek consent from parents/carers where there may be interaction with an outside agency. **(*refer to* R*esource Sheet 7: Sample letter to parents – arrangements for*** ***counselling children****)*
* Ensure that pupils, adults, staff and parent/carers are aware of the support arrangements the 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.
* Try to maintain normal school routines wherever possible.
* Give children permission individually and collectively to discuss what has happened and their reactions.
* **If the school has to close, ensure all staff and parents are briefed on the arrangements for the collection of children. Supervise children being collected and make arrangements for those who are not able to be collected. Ensure that staff and parents are clear as to the arrangements for re-opening the school.**
* 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.

**Action 11**

**MAKE ARRANGEMENTS FOR PERSONAL EFFECTS, REGISTERS AND AREA OF SCHOOL AFFECTED**

* In discussion with parents/families, and, if necessary the Police, decide what to do with the personal effects of the individuals who have been affected.
* 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 been affected.
* 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 3: RESTORATION TO NORMALITY**

**Action 12**

**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 affected.
* 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 those who have been affected.
* 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 local 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 13**

**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 eg 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 (***refer to Resource Sheet 8)***
* 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.
* Adjust working arrangements for staff returning to school.

**Action 14**

**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.
* Discuss how to mark anniversaries, e.g. commemorative service/assembly, concert, display, 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.

**MONITORING INCIDENTS AND EVALUATING THE RESPONSE**

After managing a critical incident it is good practice to review the procedures and amend the plan in the light of experience and lessons learned (***refer to Resource Sheet 9)***. The timing of a debrief is important to allow individuals to rationalise what occurred and identify the strengths and areas for development within the whole picture after the event. However it is important not to leave it too long so that the meaning and outcomes become distorted, and the appropriate time for change is also lost. Ideally the time scale should be between 3 days and 1 month. Legal implications may affect the timing.

**BE PREPARED – POLICIES AND PRACTICE**

**GOOD PREVENTATIVE PRACTICE**

In addition to developing and preparing a Critical incident Plan, academies can be better prepared by implementing certain policies and practice.

**Curriculum**

Issues of loss, death and bereavement should be part of the school curriculum. The Primary and Secondary SEAL programmes provide opportunity to cover these areas so that a critical incident is not the first time they are raised. The programme of study for personal well-being in PSHEE (key stage 3 and 4) also provides opportunities to facilitate learning.

**Pastoral Support**

Most schools have effective pastoral support policies and structures, which include strong links between pupils and class teachers or form tutors. Where these relationships are well developed and underpinned by a clear school ethos of care, trust and support with strong links with parents /carers, the management of crises is more effective.

**Behaviour Policy / Code of Conduct**

Academies should consider Codes of Conduct for all areas of the school and all activities undertaken by the pupils. This is particularly important where activities themselves are potentially dangerous (e.g. sport) or are taking place in areas of the school which pose hazards (e.g. laboratories and technology facilities). Agreeing codes of behaviour with parents and participants before out-of-school activities and a full risk assessment will help to reduce the potential for serious incidents.

**Training**

Whole staff training (with regular updates and reminders) on the prevention, management and response to incidents raises awareness and understanding of what to expect if an incident occurs. The Critical Incident management team should regularly meet to maintain and practise their skills. School Administrative Staff will require training to enable them respond quickly and efficiently to any crisis and to queries from distressed families.

**School Security**

Effective school security systems should provide both protection and enable ease of access to the school for pupils, staff, parents and visitors.

**Administrative Practice**

Established administrative and back-up systems assist effective management of critical incidents and ensure a fast response. Practical measures should include:

► a list of all pupils and staff, with next of kin contact details held on and off site in electronic and hard copy which is updated regularly;

► registers completed promptly at the beginning of each morning and afternoon session. Names of pupils who are late or leave school after registering should be recorded;

► an inventory of equipment held on and off site in electronic and hard copy which is regularly updated;

► an effective signing in and out procedure for all staff and visitors in school; and

►emergency procedures for all areas of the school site.

**School Contact Details**

In the event of an emergency situation urgent contact may need to be made with someone at your academy.

* During normal school hours the general academy contact number will be used in the first instance.
* Outside of these hours or where the general school number is unavailable the alternative details provided on the Key Contacts List (P2) will be used.
* Details of at least two emergency contacts and all keyholders should be provided to ensure there is not a delay in speaking to the appropriate person.

**School Closures**

A headteacher may take the decision to close their school for a number of reasons. The closure will be classed as either an Emergency Closure or a Planned Closure:

**Emergency Closure**: Where there is no advance warning of a situation when the headteacher may take the decision that the school cannot open. For example, after/during a fire or flood, or the unexpected failure of an essential utility.

**Planned Closure**: Where the Headteacher receives advance warning of an issue which they determine would mean the school cannot open as planned. For example, where a utility company gives prior warning that services will be unavailable for a day or when the school is a polling station.

Responsibility for the decision to close sits with the headteacher. Schools should log their closure using the relevant online form on the Local Authority website. The school closure will then be listed on the LA website and parents and other members of the school community should be referred to this area for the latest information.

In the event of an emergency closure it may be appropriate to notify the Emergency Planning Duty Officer of the situation if advice, assistance or support is required.

**Planning for Trips and Visits**

It is essential that schools follow the Department for Education (DfE) guidance.

**Acceptable use / mobile phone, e-Safety and social networking policies**

Having policies in place concerning the acceptable use of mobile phone, e-safety and social

networking/use of internet will assist in managing communication at the time of a critical incident. Due to the widespread use of personal devices it is essential that schools take steps to ensure that mobile phones and devices are used responsibly at school. Staff should also have clear boundaries.

This policy should advise all members of the school community not to publish specific and detailed thoughts or information. Pupils should be encouraged to think about the ease of uploading personal information and images and the dangers this can present particularly at the time of an emergency incident. Pupils should be advised never to give out personal details of any kind which may identify them or their location.

(If there is suspicion that the material on a mobile phone may provide evidence relating to a criminal offence the phone may need to be given to the police for further investigation).

**Health and Safety**

* All whole school policies should include reference to health and safety procedures and how these relate to the teaching and organisation of the subject. This is particularly relevant for physical education activities, technological / practical work, science and outdoor education.
* All schools have clear guidelines and advice on the testing and maintenance of equipment, fixtures and fittings. All electrical, PE and fire fighting equipment should be inspected and tested annually.
* Regulations are published for the storage and security of potentially hazardous substances and chemicals.
* Regular health and safety checks on the buildings and site should be conducted, with any potential dangers reported and dealt with.

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| --- | --- |
| Review date | July 2019 |
| Review due | July 2021 |
| Responsible person | CEO |