



Critical Incident Plan

October 2017
To be reviewed in October 2020

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Introduction

This document outlines the purpose, nature and operational management of the Critical Incident Plan for New City Primary School and Outreach Centre. For the purpose of this document the term 'school' will include all business practiced at the establishment address of; **New City Primary School, Tunmarsh Lane E13 9PY** and this includes the Outreach Centre.

The handling of a crisis is a normal part of school life, but some incidents are of a critical, more overwhelming nature, and sadly in recent years, incidents previously deemed unthinkable, have occurred in schools in the UK.

This policy is our school's contingency plan designed to provide a framework for handling a critical incident and how we recover from any potential incident/disaster.

The formulation of this policy is intended to clearly define the roles, responsibilities and procedures to follow, for school staff dealing with such an incident. Each critical incident is unique and it is not possible to plan for every eventuality, but similarly each critical incident can be shocking and disorientating so a prepared procedure is essential to ensure that the school's reaction is effective and efficient.

The details contained in this document will form the basis of the school's approach to such a crisis.

Aims

The Critical Incident plan is designed to:

- Adopt the Guidance and Policies of the London Borough of Newham without reservation.
- Provide a quick reference guide for staff and governors.

Linked Policy Documents.

This policy is written with reference to London Borough of Newham's guidance documents pertaining to the management of Critical Incidents in schools. The Critical Incidents folder is held in the School Business Managers office.

A full list of linked policy documents and location can be found in Appendix 5 of this document.

The Critical Incident Management Team

The Critical Incident Management Team will consist of;

- The Headteacher
- The Chair and Vice Chair of Governors
- The Senior Leadership Team
- All School and Outreach Centre Staff
- The Site Supervisor
- The School Business Manager

Appendix 1 of this document contains a full list of contacts. This will be reviewed at the end of every academic year.

What is deemed a Critical Incident?

Potential incidents which could affect the school are considered to be;

- Serious injury within the school, centre or day care.
- Serious injury on an Educational Visit.
- Death of a pupil or member of staff
- Fire/flood
- Health risk - outbreak of contagious illness/disease e.g meningitis.
- Major arson attack
- Fatal road traffic accident
- Natural disaster within the community
- Consequences of terrorist or criminal activity.
- Loss of sensitive data through breakdown or intrusion of I.T system.

Reaction to a Critical Incident.

We, the school, divide our reactions to a critical incident into the following categories;

1. Immediate action
2. Short term action
3. Medium term action
4. Longer term action.

1. Immediate Action - i.e within hours of the incident occurring.

Headteacher or representative obtains and collates information relating to the incident -

*Decision to be made on impact of incident (who, why & when)

- *uncertainty breeds rumour and accurate information is essential;*

- I. The headteacher decides if the CIMT (Critical Incident Management Team) needs to be gathered together or contacted - brief the team, allocate roles and responsibilities.
- II. Trigger support from the LA and other contacts on the emergency list - establish clearly who is going to contact whom;
- III. If required - set up an incident management room, CIMT should agree a factual statement and avoid speculation when speaking to anxious parents;
- IV. Inform other school staff - staff need to be cautioned about talking to parents, and if necessary be advised about talking to the media or responding to any questions from reporters. It is vital that all staff in contact with pupils are kept well informed and feel secure in handling questions and comments from pupils.
- V. Contact families that are affected - must be done quickly and with sensitivity. Consistency of information is vital. It may be appropriate for families to come to school and immediate emotional support could be a possibility.
- VI. Make arrangements to inform other parents - may need to take advice from Local Authority, especially if there is the possibility of legal liability. CIMT may wish to send a letter to parents, or prepare a leaflet.
- VII. Inform pupils - can be done in small or large groups depending on which is most appropriate. Care needs to be exercised to protect both children and adults closely involved in the incident. It is important that children receive a consistent account of the incident allowing for differences in their ability to understand.
- VIII. Encourage people involved to talk - the incident may need to be discussed before children go home for the day, for both pupils and adults.
- IX. Deal with the media - most important to seek advice from the London Borough of Newham before agreeing to speak to or be interviewed by the media. If this is not an option then an agreed text for release should be prepared by the CIMT and headteacher who will be briefed and prepared to respond on the school's behalf.
- X. Devise a plan for handling the reactions and feelings of people affected - the most common reactions will include denial, distress, guilt, anger and helplessness. CIMT need to consider outside professionals to support and debrief staff and pupils affected by the incident. Those providing support also need support. At this point the CIMT will need to plan their short term reaction to the incident.

2. Short Term Action - the next stage

- I. Reunion of children with their families - especially where the incident occurs outside the school. Mostly children will need to be brought home, but sometimes parents and families need to visit the scene of the incident to understand how to deal with repercussions in terms of children's fears etc.
- II. Managing staff - support needs organising for all staff, preferably from within the school, but using outside agencies if appropriate. Staff monitoring should be a priority, even members of the CIMT. If a crisis persists over many hours staff become tired, weary and upset and this affects their powers to make sensible decisions.
- III. Encourage pupils to talk - activate strategies for enabling young people to talk about the incident, and their feelings, using outside agencies if appropriate. Staff will need briefing about ways to help the children affected by the incident, and how to identify

patterns of behaviour etc. This may have implications for the wider curriculum i.e. training in bereavement counselling for staff, provision of a range of books, PSHE discussions etc...

- IV. Debriefing meeting - it may be appropriate to hold a debriefing meeting for staff, children and parents to:
- 1) Clarify what has happened.
 - 2) Allow for sharing reactions
 - 3) Reassure people that reactions are normal.
 - 4) Mobilise resources e.g. parental support groups.

An experienced person, possibly someone from outside the school community should lead this meeting.

- V. Formal and informal recognition of rituals - it is important to remember to express sympathy to families of the hurt of bereaved. Visits to children/staff in hospital. Pupils may wish to send cards or letters. The school may also need to consider attendance at funerals, and/or the desirability of holding special assemblies or memorial services. Anniversaries are also key times when support and sensitivity are required.
- VI. Re-establishing routines - every attempt should be made to provide continuity for the children. The return to school of staff or pupils directly affected by the crisis will need to be managed carefully and with sensitivity but the re-establishment of routine is an important stage in emotional recovery

3. Medium Term Action

- I. Return to school for staff or children after long absence - re-integration will need to be planned carefully and may involve home visits prior to return, part time attendance initially, reducing workloads, putting in place mentoring process etc.
- II. Consulting professionals - consideration should be given to consulting the Educational Psychology Service for support and guidance, especially to help those showing unusual or prolonged reaction to the incident.
- III. Keeping parents informed - it may be appropriate to produce a leaflet for parents giving guidance on the possible delayed reactions of children to an incident and making suggestions to help them deal with these.
- IV. Support for staff - on-going monitoring and support for staff is a major consideration. CIMT especially will not be immune to reaction from their ordeal.

4. Long Term Action

- I. Monitoring the vulnerable - the effects of a crisis can reverberate for years, and it is especially important that new staff and children are briefed in the school's history to help them understand and deal with potential repercussions especially at anniversary times.

- II. Marking anniversaries - these difficult times need to be treated with sensitivity. Some suggestions for schools to mark anniversaries are by annual concerts, memorial services, memorial prize giving ceremonies, memorial gardens etc.
- III. Legal processes - the length of time taken over some legal processes can prolong the recovery process following a critical incident. CIMT may need to plan for this especially where staff may be involved attending legal processes, and facing extended emotional trauma.
- IV. Curriculum implications - it may be appropriate to schedule INSET training for staff in loss counselling, bereavement etc.

Bomb Threats/ Terrorist Threats

And any other critical incident that may happen during the active school day on the school premises.

In line with the local authority procedure SP093 the school has the following procedures in place;

Suspicious Packages.

A suspicious package is delivered to the school, centre or day care, the headteacher or member of the Senior Management Team should be informed immediately; this person will then put in place the following actions;

- Do not touch or interfere with the object or package.
- Clear people away from the immediate vicinity and secure the area
- Inform the police
- Inform Newham Emergency Services.
- Inform all members of staff

On the advice of the Emergency Services the Headteacher or member of the Senior Management team will then decide the next procedural task ;

1. Full evacuation - (appendix 5)
2. Partial evacuation (appendix 6), or
3. Return to normal duties

Threats received via a telephone call.

There are a number of ways the school, centre or day care could be threatened via the telephone;

1. Bomb threat.
2. Threat to someone's life or well-being

What to do if this occurs?

1. Bomb Threat.

As the school's telephone system is set up to roam if it is not answered within the three initial 'rings', any member of the administration teams could potentially take a phone call of this nature. The only exception to this is the system for the private day care which runs its own telephone number - but the same procedure should be followed;

Anyone who receives a telephone threat or warning must remain calm and try to obtain as much information as possible. This will also help the Headteacher/SLT to assess the threat and perhaps, ultimately help to locate and identify the device. Whoever receives a telephone threat should also attempt to gain any information that will help them detect the caller, even if the person has hung up immediately after giving the message it is important to note as much detail as is possible;

- Where is the bomb?
- What time will it go off?
- What does it look like?
- What kind of bomb is it?
- Why are you doing it?

It is also good to be aware of any other factors that may help to identify the caller;

- Is it a man or a woman?
- Has their number appeared on the screen identity window?
- What time did they call?
- Could you hear any back ground noise, cars, dogs, other people?
- Was the person's speech intoxicated, rambling or irrational?
- Did they have a distinctive accent or any other distinctive features?

2. Threat to someone's life or well-being.

This will become a critical incident if this threat is;

- a) Made against a member of the school staff regardless of whether it will happen on the school premises or outside of school hours.
- b) Made against a child or a member of that child's family.

The reason that this is deemed a critical incident is because of the impact it could have on the school, centre and day care community. As with the procedure for a bomb threat, any calls of this nature must be taken seriously and information gained by asking the correct questions and noting as much information as is possible.

In both cases, the headteacher or member of SLT should be notified immediately and they will notify the police and Newham's emergency services promptly with all of the information that has

been gained. The procedure for notification and evacuation remains the same as for suspicious packages on page 7 of this document.

3. Arson Attack

In the event that the school is targeted in an arson attack, the school will follow the usual evacuation procedures until it is deemed necessary to fully evacuate the grounds.

(appendices 2 & 3)

4. Threats received by person(s) – known/unknown – coming onto the school grounds.

- Staff should remain calm and try to remove the person(s) to an area, away from public view ***NOTE:** *this should be more than one member of staff for personal safety reasons* - other members of staff who are within the vicinity should notify the Headteacher or member of SLT immediately.
- Police and Newham Emergency Services should be alerted.
- Staff members dealing with person(s) making threat, should try and calm the situation and take notes of what is happening, what is being said and what the person making the threats wants!
- Once Police and/or Newham Emergency Services arrive they will take over the situation and all information taken will be passed to them.

Educational Visits – Emergency Procedures

(In accordance with the L.B Newham EVC guidance 2014). - full copy to be found in the full Critical Incidents file.

A serious accident or incident could be defined as a bone fracture or any other illness or injury requiring medical intervention and /or hospitalisation. A non-medical serious incident could vary from a complete breakdown in transport arrangements to terrorist action or a natural disaster. This may or may not have resulted in a loss of life.

Many visits, such as adventurous activities will, by their very nature, demand detailed emergency arrangements to be in place as the risk of injury or incident is increased.

EHC (Emergency Home Contact)

Part of planning for an educational visit is to establish one or more EHC's. This person or people hold/s a complete copy of all the visit paperwork. Their role is to provide a single point of contact for the visit leader (or other participant in an emergency) throughout the duration of the visit for updates, advice and guidance and general support. In an emergency this contact plays a vital role in managing the situation at base.

Because this role may necessitate high level decision making it is essential that the EHC:

- Is an employee of the school, setting or service.

- Has sufficient seniority to act on behalf of the headteacher or equivalent and/or senior management.
- Is in the UK during the visit, preferably near the school, setting or service.
- Has sufficient knowledge about the visit and the arrangements and has been briefed in advance by the visit leader.
- Is mature, responsible and able to cope competently and calmly in a crisis.
- Communicates well with others.
- Is sensitive and diplomatic
- Has been fully briefed to know what to do in the event of an emergency.
- Understands that this role can be somewhat restrictive.
- Is available and accessible throughout the duration of the visit.

The EHC should remain in place until contact is received from the visit leader saying that all young people have been returned to the school, setting or service or have been safely returned to the care of their parent/carer or the supervision of another family member or appropriate adult. At this point the EHC can be stood down. Appropriate arrangements should be in place for this to happen.

For information please look at Appendix 3.4 of the full EVC guidance.

Visit Leaders

Visit leaders must give careful consideration to an emergency plan for the visit so that:

- Leaders and group members know immediately what is required, and can act calmly and efficiently, following a clearly laid-out plan.
- There is less panic and more clarity of thought, allowing for sensible judgements to be made.
- Any casualties are dealt with quickly and effectively.
- No further accidents or incidents occur.
- External help is accessed quickly.
- Only essential and factually correct information is passed on, to the right people.
- Parents/carers and other key personnel are informed at the correct time, and by appropriate staff.
- The initial shock and trauma experienced by the rest of the group and staff is kept to a minimum.
- The long-term impact of the incident may be softened for all
- Any later investigation into the incident would clearly demonstrate the preparedness and foresight of leaders and their effective management of the incident.

Visit Leaders - procedure to follow.

Before Visit - ensure that;

- A clear and accurate risk assessment has been completed, acknowledging the known risks and also what could go wrong.
- Identify who is the E.H.C (Emergency Home Contact) in case of a critical Incident

- A clear plan on prevention of known risk and what needs to be done in the case of an emergency (critical incident).
- Contingency planning for example, if the vehicle breaks down, if a pupil or member of staff faints en route.
- Visit leaders are given a briefing about what to do in the case of a critical incident and are given a copy of the accident and emergency procedure flow chart and emergency contact list. - (appendices 1 & 4).

Managing an Emergency on a visit, areas of responsibility.

In an emergency, the visit leader is the person 'on the ground' who will normally take charge and ensure that emergency procedures are in place and that back up cover is arranged. Clearly other staff who can be expected to support, taking responsibility as designated by the visit leader. For this reason all staff (and volunteers as appropriate) should be expected to familiarise themselves with this document.

It is expected that, owing to their competence (as assessed by the EVC in advance of the visit) visit leaders will control the management of the incident and make other key decisions. Other staff are expected to follow these reasonable management instructions.

NB if the visit leader is a casualty of the incident and unable to assume control it is essential that another adult assumes the leadership role.

a) Taking responsibility

The visit leader should assess the situation and decide the level of seriousness. If their assessment suggests that additional support is required they should contact the EHC at the earliest opportunity. Once this has been done the visit leader's responsibility is solely for matters at the scene, while other actions and support become the responsibility of the EHC. As far as possible the visit leader should be able to make one phone call back to base then deal with the incident in situ. The visit leader must keep in touch with the EHC at appropriate intervals so that the flow of communication supports a speedy resolution of the situation.

In line with the Accident and Emergency flow chart, the visit leader should ensure that the following actions are taken;

- Establish the nature and extent of the emergency as quickly as possible.
- Ensure that all the group are accounted for, safe and looked after
- Administer emergency first aid if required.
- If emergency services are not needed, manage the situation and make a decision whether or not to continue the visit.

If a more serious incident:

- Contact the emergency services and the EHC
- Establish the names of any casualties and get immediate medical attention for them.
- Telephone or send for external assistance (eg ambulance) if required.

- Assign roles and responsibilities, including those of the visit leader so that staff and other adults are appropriately deployed to manage the situation until its resolution. If the group needs to be separated assign a lead adult in each location and maintain regular telephone contact.
- Ensure that adequate supervision is in place for all young people and, if the group is to be separated (e.g. one or more people need hospital treatment) adequate levels of supervision are maintained for all.
- Ensure that an adult (known to the casualty if possible) accompanies casualties to hospital and that contact can be maintained easily with the adult.
- Inform young people as appropriate ensuring that the flow of information is well managed in the best interests of everyone involved.
- Maintain regular communication with the EHC, sharing details and information.
- Monitor accessibility of telephone contact especially in a remote area and reliant on mobile telephone coverage.
- Make notes as soon as possible including all relevant facts and witness details and preserve vital evidence.
- Consider the implications for the rest of the visit and make decisions accordingly in discussion with the EHC.

Note that:

- No-one in the group should speak to the media, unless specifically authorised to do so.
- No specific or personal details can be given to the media
- Media enquiries should be referred to the EHC or the Local Authority
- No-one in the group should admit or discuss legal liability with other parties.

For all other procedures please refer to the full EVC policy document.

[Health Risk - Outbreak of contagious illness/disease](#)

Please refer to SP092 and SP050 for further information on this topic;

In the event that there is a severe outbreak of a contagious disease the school will;

- Gather all information pertaining to the illness and how many have been infected.
- Inform Alan Merry at LBN immediately for guidance and plan of action.

[Incidents that may occur outside of the active school day but may cause an impact on the daily routine.](#)

On occasion, although very rare, there may be incidents that happen outside of normal school hours that may affect the daily routine of the school; (please also refer to SP036 guidance)

- Flood
*Either as a direct result of burst pipes within the school or

*The Thames Barrier breaking down and flooding East London, therefore we may become a venue for people to find refuge until the problem is sorted.

- Death of a member of staff.
- Death of a child
- Arson/Fire
- Extreme Snow

The procedure for notification with regards to these incidents is as follows;

- Headteacher will notify SLT and begin plan of action - (please see immediate action - pg 5 of this document)
- SBM has access to telephone records and automatic SMS for all pupils/parents within the school. This can be done from home via a secure site. All parents/carers will immediately be sent a message to let them know whether or not the school is open.
- Plan is followed as per Headteacher, SLT, Governing Body and L.B Newham instruction.
- Parents/Carers kept informed at all times.

Loss of sensitive data due to breakdown of services or intrusion by malicious perpetrator.

The school has received assurance from Atomwide and LGFL that our system cannot be infiltrated and there should not be a breakdown in services for a period that would have detrimental effect on the running of the day to day school business, however;

- If data is lost or corrupted through no fault of the school, Atomwide should be contacted immediately and their critical incident plan involving the recovery of data sensitive or otherwise will be followed.
- On a yearly basis the school acknowledges to parents/carers that we comply with data protection rulings via a standard letter compiled by NPW.

- The Welfare will be responsible for the children who are not in class at the time the Fire Alarm goes. DO NOT LEAVE THE CLASS TO LOOK FOR THEM.
 - If your class is in Assembly when the Fire Alarm is raised - DO NOT GO TO COLLECT THEM. The teacher responsible for the group should guide the children out through the Fire Exit doors. Make your way to the collecting points your children will go to.
 - There will be a FIRE PRACTICE each term.
- If the Fire Alarm is raised at Dinner times all children will assemble in the playground. Teachers should make their way to the playground.

Fire Marshals

- ✓ On hearing the fire alarm, you should encourage everybody to leave the building.
- ✓ Check all of the rooms are empty. (Individual Fire Marshals responsibilities have been set).
- ✓ SBM & HT to confirm that school, centre and nursery have been successfully evacuated.

Assisted Evacuation

All pupils who are unable to vacate the building using the stairs are to congregate at the nominated fire points with their responsible adult and wait until help arrives. Each pupil and member of staff who has difficulties moving around the building especially in an emergency situation will be evacuated according to their PEEP (personal emergency exit plan).

Fire Alarm Status:

Headteacher/Business Manager and Site Supervisor will ascertain immediately if the alarm is genuine or a false alarm.

Alarm is directly linked to the London Fire Brigade so they will arrive unless told otherwise.

Full Evacuation

In the event of a full evacuation from the school premises the HT and SBM will contact Brampton Primary School to advise that we are evacuating to their site. They can then open the gates on Coronation Road and lead the children via their class teachers to Brampton Primary School. DHT and HT will lead from Coronation gate. Each class will have their class teacher and KS1 will have a TA to assist moving the children safely to Brampton Primary.

Children will walk down from Coronation Road to New City Road turn into Lonsdale Road and then right into Brampton Road. Once inside the school grounds the staff will direct the children to the playground at the school.

Once at the school the teachers will supervise the children whilst the SLT contact parents/carers to come to Brampton Primary School to collect the children giving clear directions as to the location of the school. The contact details of Brampton Primary School are: Brampton Rd, East Ham, London E6 3LB, 020 8472 0830 and info@brampton.newham.sch.uk

Appendix 3 - List of Fire Marshals

Designation: Fire Wardens (Registered)

Name: Carol Rider

Name: Helen Matthews

Name: Steven Stock

Name: Tracey Dladla

Name: Ann Kent

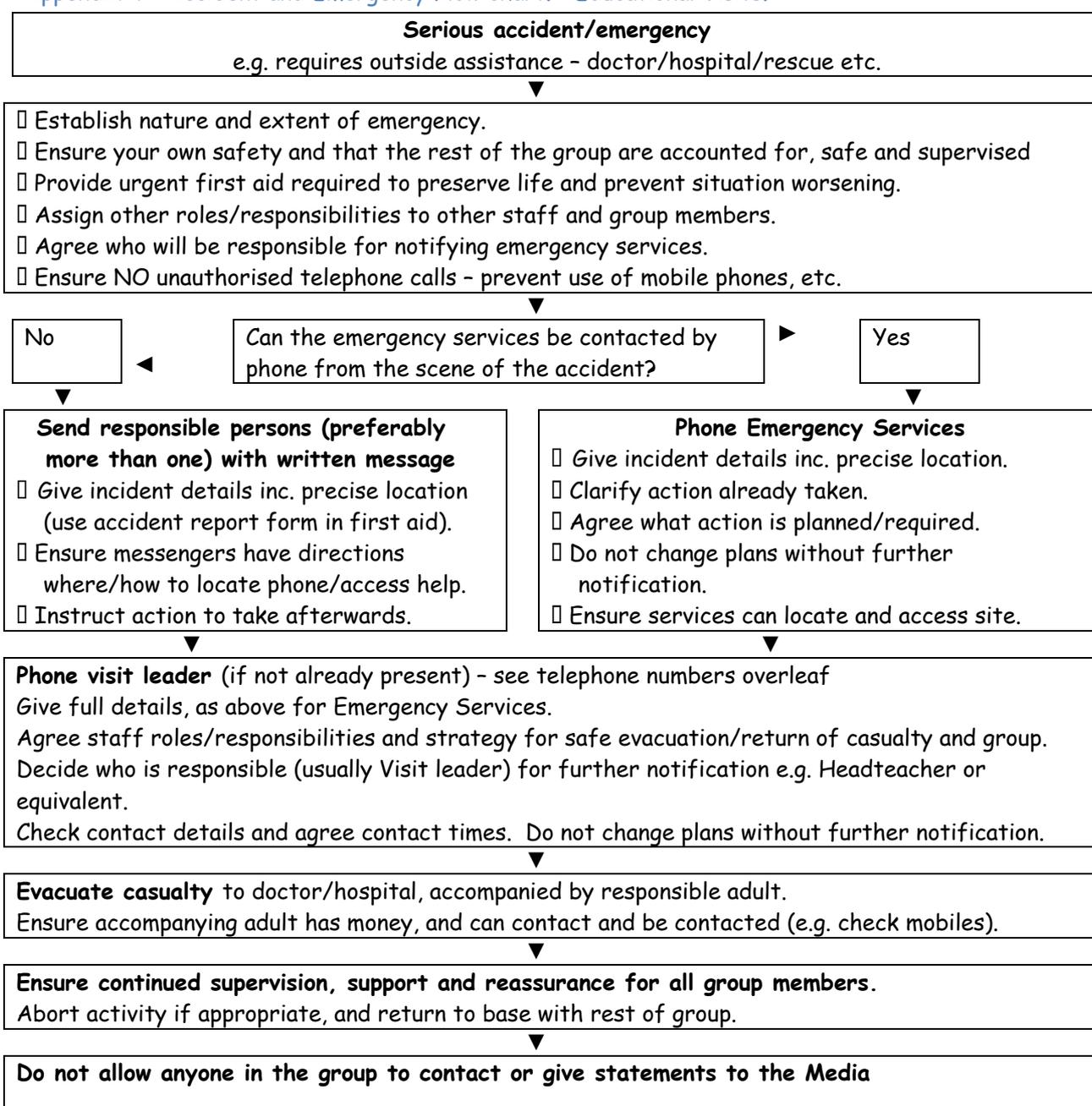
Name: Paul Archer

Name: Jean Gunning

Name: Fahima Rahman

Name: Teresa Elu

Appendix 4 - Accident and Emergency Flow chart. - Educational Visits.



Do not divulge name of casualty.

Do not give interviews/statements - refer all enquiries to the Press Office



The visit leader (or delegate) should notify the following a.s.a.p. (in an order appropriate to the circumstances - keep a record of the time contact is made):

Other leaders involved on the visit

Emergency home contact(s)

Headteacher (or equivalent) (or Deputy, if not available)

The Local Authority

The manager of the accommodation base (if applicable)

Tour operator/reps (especially if abroad)

Insurance company (especially if abroad)



Appendix 4: Linked Policy and Procedure Documents.

School policies

- ✓ Health & Safety Policy 2016
- ✓ Educational Visits Policy 2016
- ✓ Safeguarding Policy 2017
- ✓ Special Educational Needs Policy 2017

London Borough of Newham Procedural Documents.

- SP036 - Dealing with Emergencies in Schools
- SP043 - Means of Escape for Disabled People
- SP050 - Guidance on Infection Control
- SP054 - Educational Visits Guidance
- SP092 - Reporting of Communicable Diseases in Schools and other Educational establishments.
- SP093 - Guidance for Schools and other Educational Establishments on dealing with Bomb Threats and other emergencies.