

IMAM ZAKARIYA PRIMARY SCHOOL

CRITICAL INCIDENT POLICY

DATE REVIEWED: 23RD March 2018

NEXT REVIEW DATE: 23RD March 2019

Definition: critical incidents

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 Newham Councils and/or other agencies.

Examples of critical incidents impacting on schools include:

- death or serious injury as a result of violence, accident, self-harm and/or sudden or traumatic illness;
- child protection incident (individual or collective abuse)
- events which result in higher than normal absences (e.g. infectious diseases such as influenza or meningitis)
- major fire;
- building collapse;
- riot and/or civil disorder;
- natural disaster such as flooding;
- terrorism;
- missing person(s)/abductions;
- intense media interest arising from incidents such as those listed above.

Such incidents can occur, for example:

- 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.
- Within the vicinity of the school

The key role of the School Incident Management Plan

On many occasions, incidents that involve bereavement, loss and/or trauma, or property damage can be effectively managed by a school through the implementation of a well-constructed incident management plan. This may involve the school accessing Newham Council or other outside services as required Preventative and precautionary measures

Whilst no amount of planning can totally prevent accidents and problems occurring, it is hoped that some can be prevented and the effects of others minimised by taking sensible precautionary measures. It is expected that:

- All staff and pupils are familiar with the school's routines for fire and the evacuation of the school building on hearing the fire alarm.
- All staff are familiar with the routines and procedures for dealing with emergencies (as detailed in this policy).
- All staff and pupils are familiar with the school's security procedures, in particular that all visitors not wearing a visitor's badge should be questioned and escorted to the appropriate office.
- All staff organising school trips and visits follow the guidelines and write a risk assessment to be signed off by the Head teacher/Deputy Head teacher).
- All staff should sign in and out of the premises.
- All staff are aware of pupils with medical needs or health problems.
- All staff are aware that they should assess associated risks to pupils before carrying out a curriculum or other activity.
- All staff are aware that they are responsible for assessing risks to themselves before undertaking an activity.

- A major incident may be defined as:

- An accident leading to a serious injury or fatality;
- Severe injury or severe stress;
- Circumstances in which a person or persons might be at serious risk of illness;
- Circumstances in which any part, or whole of the school is unable to function as normal due to external influences
- Any situation in which the national press or media might be involved.

As such, major incidents include:

- Death of a pupil or member of staff;
- Death or serious injury on a school trip;
- Epidemic in school or community;
- Violent incident in school;
- A pupil missing from home;
- Destruction or major vandalism in school;
- A hostage taking;
- A transport accident involving school members;
- A disaster in the community;
- A civil disturbance or terrorism
- Arson attacks on schools
- Major fires at a school
- Significant vandalism
- Pupil suicides and sudden deaths
- Violent attacks on pupils and staff members
- The sudden death, in tragic circumstances of members of staff
- Incident involving an intruder, believed to be armed, on school premises
- Road traffic accidents, involving fatalities within a school community
- Abductions / disappearances
- Allegations or actual incidents of abuse against pupils by staff and by staff against pupils
- Incidents involving the murder of schoolchildren that attracted the attention of national and international media over prolonged periods
- Floods
- School used in an emergency.

In the event of such an incident the priorities of those adults in charge of the school or trip at the time must be able to:

- Save life
- Minimise personal injury
- Safeguard the interests of pupils and staff
- Minimise loss and to return to normal working quickly.
- This must be time framed:
- Immediately
- In the medium term
- In the longer term

The Critical Incident Management Team (CIMT) will comprise the following

- Head teacher
- Principal

- Deputy Head teacher
- Chair of the School Management
- Health & Safety Co-od

Action

These are the typical tasks and actions that a school may need to undertake to manage an incident. The school's plan should make it clear who will undertake each task (and, in their absence, who would cover for them) for a range of possible scenarios (such as during out of school hours, on/off site, part of/outside of school organised activities).

Person(s) with lead responsibilities within the plan should have 24-hour numbers by which they can be contacted. These persons should then have 24-hour contact numbers for all other individuals named within the plan. The plan should contain all the other appropriate contact numbers that may be required.

It can be helpful to recognise that an incident typically consists of three phases – immediate actions, managed response and return to normality.

3.1 Phase 1 – Immediate actions

Actions 1 – 7 should be undertaken straight away; however the order in which these actions should be undertaken will be determined by the needs of the situation.

Action 1

Ensure the safety of all children and adults - assess continuing risk;

- Contact emergency services as appropriate.
- Enter in incident log all contacts made, actions taken and times.

Recording what has happened in a log of events with times and details of actions taken will be important for any subsequent inquiry which could range from an internal school inquiry to a formal inquiry with legal implications such as a Coroner's inquiry or an insurance claim.

Those involved may be required to give a statement to Police and/or attend court as a witness. The original contemporaneous record of events and actions is crucial in these circumstances.

- If off site, establish arrangements for reuniting children, adults and staff with their families.
- 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

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.
- Establish an independent telephone line (for example: a mobile or borrowing a phone line in a nearby building).

Inform associated schools that could be directly affected by an incident.

Action 3

Obtain information about the incident

- Obtain information about the exact nature of the incident, for example:
 - 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 or inaccurate information via mobile or public phones from within the group.

Action 4

Contact key people

Contact the SCF Communications Team at Newham Council and agree whether the Schools, Children & Families Service need to initiate critical incident support and/or other actions as appropriate. The SCF Communications Team will then co-ordinate the other Council support services as described below:

'Where notification of a critical incident is received from a school, the SCF Communications Team will establish what form of support is required immediately and what might be required in the near future (for example, the death of a pupil with a terminal illness might be imminent advance notice that counselling support might be requested within the next few days).

This might typically involve any one, or a combination, of the following:

- the SCF Trauma Support team (counselling service for anyone within the school community);
- the Council's Media Team;
- on-site support from (for example):
- a SCF senior officer;
- an Emergency Planning officer;
- Health & Safety officer.

Any Council's personnel visiting the site will agree with the Headteacher and/or the Chair of Governors or their representatives the duration and nature of the support required and this will be logged with the SCF Communications Team. The team will keep in touch with the school during, and immediately after, the incident, as appropriate, calling upon different forms of agencies support on behalf of the school as the situation develops.

The SCF Communications Team will follow up all such incidents to ensure that the support offered was appropriate to the school's needs

Out-of-hours incidents

Alert the Children's Social Care Emergency Duty Service for both serious situations affecting vulnerable children and adults and for other major incidents affecting the school, who will alert the appropriate contacts within the Directorate and elsewhere.

Action 5

- Brief the school's Incident Management Team.
- Clarify tasks, make plans and assign roles.
- Set up timetable of meetings to review management of incident. A senior officer from the Local Authority may be present (V see Action 4).

Action 6

- Contact families of pupils, adults and staff involved in the 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, such as emergency disaster number or hospital.
- 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 Council's media advice) on responding to contacts from the media.
- Where appropriate, give information about arrangements for uniting or putting in 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.
- Guidance should be taken from the Police if the incident involves injury or death or if the incident is very serious but the full facts are not yet known.

It may be necessary, particularly in a small school, to enlist the help of the Newham council Human Resources (Schools) team, governors, local religious/community leaders, GPs, police and so on, if there are a large number of parents to be contacted and supported. Some families/parents may need to be brought to school to receive information about what has happened.

Action 7

Brief staff, governors, pupils, parents, religious leaders and other members of the school community

- Contact and brief chair of governors; request that he 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 (such as break times, beginning/end of day)
- Issue a prepared statement for all parents.
- If a press statement is required, take advice from the Council's Media Team. A prepared statement should give the known facts of the situation, initial actions that the school is taking and appropriate expressions of sympathy and concern.
- Inform all pupils in the most appropriate way.
- Ensure that staff tasked with telling children are able to undertake this task. Make special arrangements to protect and support staff, adults and children who were close in any way to those affected.
- Identify pupils, adults and staff who are absent. Make appropriate arrangements for them to be briefed.

3.2

Phase 2 – Managed response

Action 8

Plan management of the incident (with identified ECC staff and other agencies as appropriate)

- Meet with the senior Council officer(s), the school's Incident Management Team and other professionals as mobilised by the Schools, Children & Families critical incident arrangements.
- 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 9

Set up arrangements to deal with enquiries

- At the earliest opportunity, and certainly before speaking to any representative of the media, contact the Council's Media Team.
- Ensure that all media contacts are either directed to, or are dealt with in line with advice from, the Council's Media Team.
- Names of those involved in the incident should not be released or confirmed to the media or other callers until the statutory authorities (such as the police) have confirmed the identity and the parents and families have been informed and have given permission.
- Consider providing those answering the phone with a written statement as to what it is appropriate for them to say (see notes on Action 7)
- Caution staff about talking to the media.
- Organise additional staff to deal with phone enquiries and people coming to the school as necessary.

- Designate separate areas for parents, media, staff and agencies managing the incident and others; avoid too many people in any one space.
- Ensure that an entry is made in the incident log of all important contacts.

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.
- Arrange for school staff/support agencies, including the LA's Trauma Support Team to provide support. It is good practice to inform and/or seek consent from parents/carers where their child is to be involved with an outside agency.
- 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

In addition to the individuals directly affected, children and adults who are most likely to 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 any possible perceived culpability for what has happened however indirect or incorrect; (for example, those who may blame themselves and/or those who may be blamed by others)
 - 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; or
 - have previously suffered bereavement or loss.
- Maintain normal school routines wherever possible.
 - 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 holding staff meeting with support agencies to discuss appropriate management strategies for distressed children.
 - Plan how to manage distress that may be caused by ongoing police/legal proceedings and media attention.
 - Give children permission individually and collectively to discuss what has happened and their reactions.
 - Deal sensitively with open expressions of distress. Allow children to discuss what has happened in lessons where they clearly wish to do this. Do not discourage them from talking.

- Consider putting on a special class session to give pupils information. If the school has to close, ensure all staff and parents are briefed on the 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 responses do not neglect their own need for support.
- Schedule staff co-ordinating the school's response to be 'off duty'
- Ensure staffs 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(s) of the 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), such as desks, books, or lockers belonging to individuals who have died or are critically ill.
- Make arrangements to adjust class registers, rotas and any other pupil listings accordingly.
- Make appropriate arrangements for the part of a school where the incident occurred.

3.3 Phase 3 – Return 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 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 the injured in hospital or the 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 acknowledge collectively what has happened and how the school is coming to terms with this. Consider involving local religious leaders and Imam. 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 the return to school of those involved in the incident
- Home visit by an appropriate member of staff to discuss arrangements for return (such as visits or part-time attendance).
- Planned support for emotional needs (such as how to cope with the comments and questions of other pupils or permission to remove themselves from lessons to go to an agreed place if they are becoming distressed).
- Rota of home visits from school friends and teachers.
- Where appropriate, organise work to be sent home prior to return.

'EVERY CHILD IS AN AMANAH'

- Brief staff and children on how best to support individuals returning to school.
- Arrangements to differentiate work, for example: manage missed coursework; special arrangements for exams; also, adjust workloads for members of staff returning to school.

The School's Critical Incident Management Team (CIMT)

Designation	Contact name	Contact number 1	Contact number 2
Head teacher	Ms. Faiza Yassin	0208 555 6258	07415880319
Principal	MIn. A. Shah	0208 555 6258	07910059610
Chair of Management Team	Mr. Mian M. Aslam	0208 888 6288	07946472149
Deputy Head Teacher	N. Tufayel	0208 555 6258	07951232877

LOCAL AUTHORITY CONTACT DETAILS

Designation	Contact name	Contact number 1	Contact number 2
Health & Safety Co-ordinator	Alan Merry	0203 373 6825 fax: 0208 430 1412	07770 227094
Principal Manager (School Organisation)	Trevor Mathews/Duty Officer	0203 373 9710 fax: 0208 430 1412	
Asset Management (Programme Manager)	Peter Richardson Duty officer	0203 373 1674 0208 430 2000 ext. 26259	07960 156249 0208 472 9624
Newham Emergency Services Newham Press Office	Duty officer	0203 373 0629 fax: 0208 270 3533	0208 472 9624

Related Policies:

- Health & Safety

- Risk Assessment
- Fire & Evacuation
- Safeguarding

Signature & Date Head teacher:

Signature & Date Chair of Governors:

'EVERY CHILD IS AN AMANAH'

'EVERY CHILD IS AN AMANAH'

'EVERY CHILD IS AN AMANAH'

Action

These are the typical tasks and actions that a school may need to undertake to manage an incident. The school's plan should make it clear **who** will undertake each task (and, in their absence, who would **cover** for them) for a **range of possible scenarios** (such as during out of school hours, on/off site, part of/outside of school organised activities).

Person(s) with **lead responsibilities** within the plan should have **24-hour numbers** by which they can be contacted. These persons should then have 24-hour contact numbers for **all other individuals** named within the plan. The plan should contain **all the other appropriate contact numbers** that may be required. It may also be appropriate to include an up-to-date **plan of the school site**.

It can be helpful to recognise that an incident typically consists of three phases – immediate actions, managed response and return to normality.

3.1 Phase 1 – Immediate actions

Actions 1 – 7 should be undertaken straight away; however the order in which these actions should be undertaken will be determined by the needs of the situation.

Action 1

Ensure the safety of all children and adults - assess continuing risk;

- ☞ Contact emergency services as appropriate.

- ☞ Enter in incident log all contacts made, actions taken and times.

Recording what has happened in a log of events with times and details of actions taken will be important for any subsequent inquiry which could range from an internal school/ECC inquiry to a formal inquiry with legal implications such as a Coroner's inquiry or an insurance claim.

Those involved may be required to give a statement to Police and/or attend court as a witness.

The original contemporaneous record of events and actions is crucial in these circumstances.

- ☞ If off site, establish arrangements for reuniting children, adults and staff with their families.

- ☞ 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

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.

- ☞ Establish an independent telephone line (for example: a mobile or borrowing a