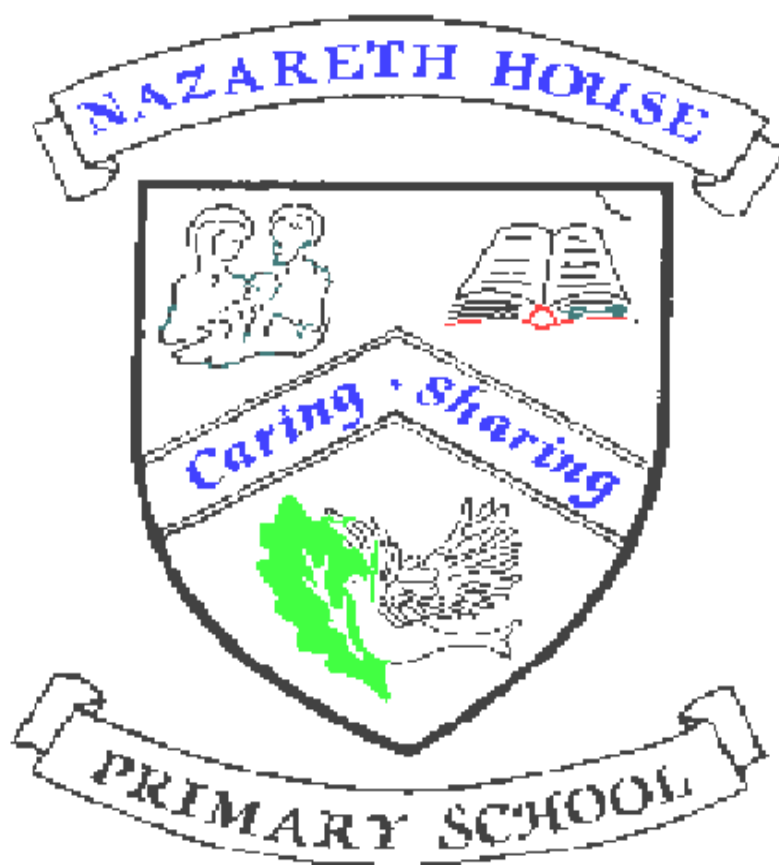


Nazareth House Primary School

Critical Incident Policy



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CRITICAL INCIDENT POLICY

This Policy sets out the procedures to be followed to ensure the safety and protection of the whole school community in the event of a critical incident.

Definition:

A critical incident can be a physical incident or psychological trauma that has a severe immediate impact and likely long term effect on pupils, staff or parents. This may include:

- Incidents that involve staff, children or young people; staff, staff or other; person, staff, children or young people
- People made disasters/emergencies
- Natural disasters/emergencies

Critical Incident Team:

Crisis management and recovery processes involve personal support, crisis intervention and a whole range of practical assistance. The school will have a Critical Incident Team who will monitor and communicate the information and procedures that will need to be in place. This will include a communication framework required to handle any contingency and the support structures for staff. The Critical Incident Team has responsibility for ensuring that procedures are properly addressed at times of high emotion and that if the Headteacher is the subject of the incident then the response mechanism should proceed effectively. If the incident subsequently involves legal action, a precise response to the incident should be known and be able to be verified by more than one person.

Major Incidents Focused on People:

Whilst all critical incidents are difficult for all concerned, those that involve serious injury or death are inevitably traumatic.

By their very nature and definition, critical incidents tend to disorientate and may overwhelm those involved. In order to minimize the impact we will plan ahead as a necessary precaution.

Planning for an Emergency:

It is important that the school knows which people can be contacted immediately following an incident, what information is available and where this stored. Therefore, the Critical Incident Team will:

- Issue all staff with a Critical Incident Management Plan
- Display a flow chart and contact telephone numbers in the Staff Room, Office and all classrooms
- Review the Critical Incident Management Plan at a staff meeting during the first term of each school year.

The Critical Incident Team will comprise of the Headteacher, Vice Principal, Key Stage Co-ordinators, School Secretary and Caretaker. Others may be co-opted as necessary in light of the nature of the emergency and the availability of the people and personal involvement of those concerned. An Incident Manager will be appointed by the Headteacher (or Deputy in his absence) in response to the type of incident being faced. In the event of an emergency all staff, including non-teaching and temporary staff, will be notified as soon as possible.

The School Office will be used as the central liaison point for all incidents. However, if this is not available, dedicated mobile phones will be based in the staffroom. CCMS and WELB will also be recruited for help during an emergency.

Information to be available on and off site:

The following information will be held in school and by members of the Critical Incident Team:

- Telephone numbers of all members of staff
- Names of key holders
- Student contact information
- Details of names, location and contact details relating to all pupils and staff off site at any time, e.g. school outings, etc
- Significant medical information relating to pupils and staff off site on school outings at any time
- Telephone numbers of all Governors
- Contact list of all people, groups or organizations who visit or use the school and would need to be informed
- Contact list of people and groups used by the school, e.g. suppliers, contractors
- School's Bank details, e.g. account number and sort code
- Back-up disks for all accounts
- Location of keys to school safe
- Premises and site plan of the school, including critical locations, e.g. chemical storage, key salvage priorities, mobile phone location
- Gas, electric and water mains control positions
- Computer based copy of Schemes of Work, Policies, etc on disk

Responding to an Emergency:

Initial responses should be to:

- Contact the Headteacher and all members of the Critical Incident Team
- Assess that all children and young people are safe – during a major incident the safety of all is paramount
- A control point will be confirmed at or near the site to manage the incident in the initial hours or days.
- WELB and CCMS will advise on emergency procedures that may be necessary. These might include:
 - Communication with all relevant individuals and groups
 - Emergency accommodation

- Additional teaching resources
- Additional staffing
- Transport
- Specialist advice
- The dissemination of information

Communications:

Those dealing with in-coming calls should provide an agreed factual statement together with re-assurance of action being taken at the incident site. A separate dedicated line will be needed for out-going calls; this might be a mobile phone or the fax line. It is important to remember that mobile phones are not necessarily secure and that caution about what is said should, therefore, be exercised at all times.

Contacting Families Directly Affected:

This will be done quickly and sensitively. Consistency of information is vital, so we will try to avoid a chain of communication in this instance. If parents cannot be contacted a message will be left with a relative, friend or neighbour. Alternatively, a note will be dropped through the door of the house, asking the parent to call the school as soon as possible.

If parents are to be invited to a venue to meet school or Board/Staff staff, the venue will be secure and the location not made known to the media.

We may suggest individuals, groups or organisation that can offer suitable relevant support.

Responding to Calls from Relatives:

Specific members of staff (CIT) will be delegated/permitted to talk to relatives.

These members of staff should:

- Use language and tone that alleviates anxiety
- Anticipate questions relevant to the incident, e.g. 'Did my child witness the incident?' and be prepared to answer them.

Information for Teaching and Support Staff:

It is vital that all adults in contact with children and young people are kept well informed and feel secure in handling questions and comments. A schedule for up-dating them will be arranged, e.g. breaks, at the end of the school day or first thing in the morning. This ensures that knowledge is common and questions are answered.

Staff should not talk to the media or respond to questions from reporters.

Informing Pupils about the Incident:

Staff may need to be given advice and guidance on what the pupils should be told and how.

Some information may be given in whole school assemblies and then discussed in class. Other types of information may best be disseminated in small groups by the staff closest to the pupils.

Our pupils may not understand the full implications of any incident, so information given should be tailored to cognitive and emotional levels of the children. Pupils will be given all the time they need to ask questions or talk about the incident to have their worries allayed.

Families will be informed about the amount of information their children have been given as they will not be able to relay this information themselves.

Contacting Families and Others not Directly Affected:

It may be sufficient to inform other parents by letter. In other cases, it may be more appropriate to call an early meeting at the school, especially if the incident is one which could call into question aspects of the school's organisation that could affect all pupils.

A prepared verbal or written statement will provide necessary facts, expressions of sympathy and concern and possibly a message for the community. It is essential to remember that a letter can be passed on to the media. Guidance will be sought from CCMS/WELB before issuing any form of written statements.

The school will make a decision based on the nature of the incident whether a letter is sent immediately or if it would be better to be delayed until all facts are known.

The Media:

If media contact the school before prepared statements have been formulated then staff should:

- Buy time, e.g. by saying the Headteacher is not available but will call back
- Be clear about who is and is not permitted to speak to the media on behalf of the school
- Accept that in certain circumstances the delegated person may not be the most appropriate person to talk to the press and a substitute needs to be available
- Anyone talking to the press should have a colleague present to take notes of record what is said
- Provide nothing but the facts
- Give a prepared statement rather than an interview and anticipate the worst possible questions
- Immediately correct any incorrect or misleading information – by interrupting if necessary
- Be sensitive about personal information
- Do not apportion blame or liability to anyone even in 'off the record' conversations
- Remember to praise and thank any person or service that have helped during the incident
- Remember that there are no 'off the record' conversations and that all contact with the press should be treated with caution.

Support for People:

Particularly in the event of a critical incident, it is easy for the emotions and stresses experienced by the person managing the incident to be overlooked. It is important that those managing the incident also take care of themselves and that each member of the CIT should ensure this element is not forgotten.

It is important to acknowledge the emotional state of all the people involved – staff, pupils and parents.

It must be recognised that, depending on the nature of the emergency, not all staff may feel able to support others or the pupils and that a burden of support may, therefore, fall on a disproportionately small number of staff. It is important that this is openly acknowledged and recognised as an acceptable and possible inevitable position to adopt.

We recognise that a critical incident could have an impact on emotionally vulnerable children and affect their behaviour or emotional state and we are prepared to offer them support from appropriate professionals within or outside school.

Staff closely involved in the incident in any way will be offered opportunities for debriefing and counselling, informally or through a more formal structure.

We are aware that there may be long term effects on some people and staff or pupils may need to be offered professional therapeutic help.

When designating areas for parents and others to meet so that support can be given we will endeavor to ensure that privacy is maintained.

Formal and Informal Recognition and Rituals:

- Arrangements may be made to express sympathy to the families directly affected
- Injured children can be visited in hospital and pupils can be encouraged to send cards and letters
- Staff and pupils may attend funerals if they are sure of being welcome. Schools may be closed in recognition of funerals.
- Special Assemblies and in-school memorial services may be held.

Implications for the Wider Curriculum:

- We will ensure that staff receives training in areas such as loss, change or bereavement as part of the School Development Plan
- We will consider the provision of relevant fiction and non-fiction books in the school's Library
- We will use PDMU to explore with pupils what are normal reactions to bereavement, stress or crisis.

Approval Date:

Signed:

Review Date