



# Romsey Abbey VA Primary School Critical Incident Plan

Effective Date 01 June 2016

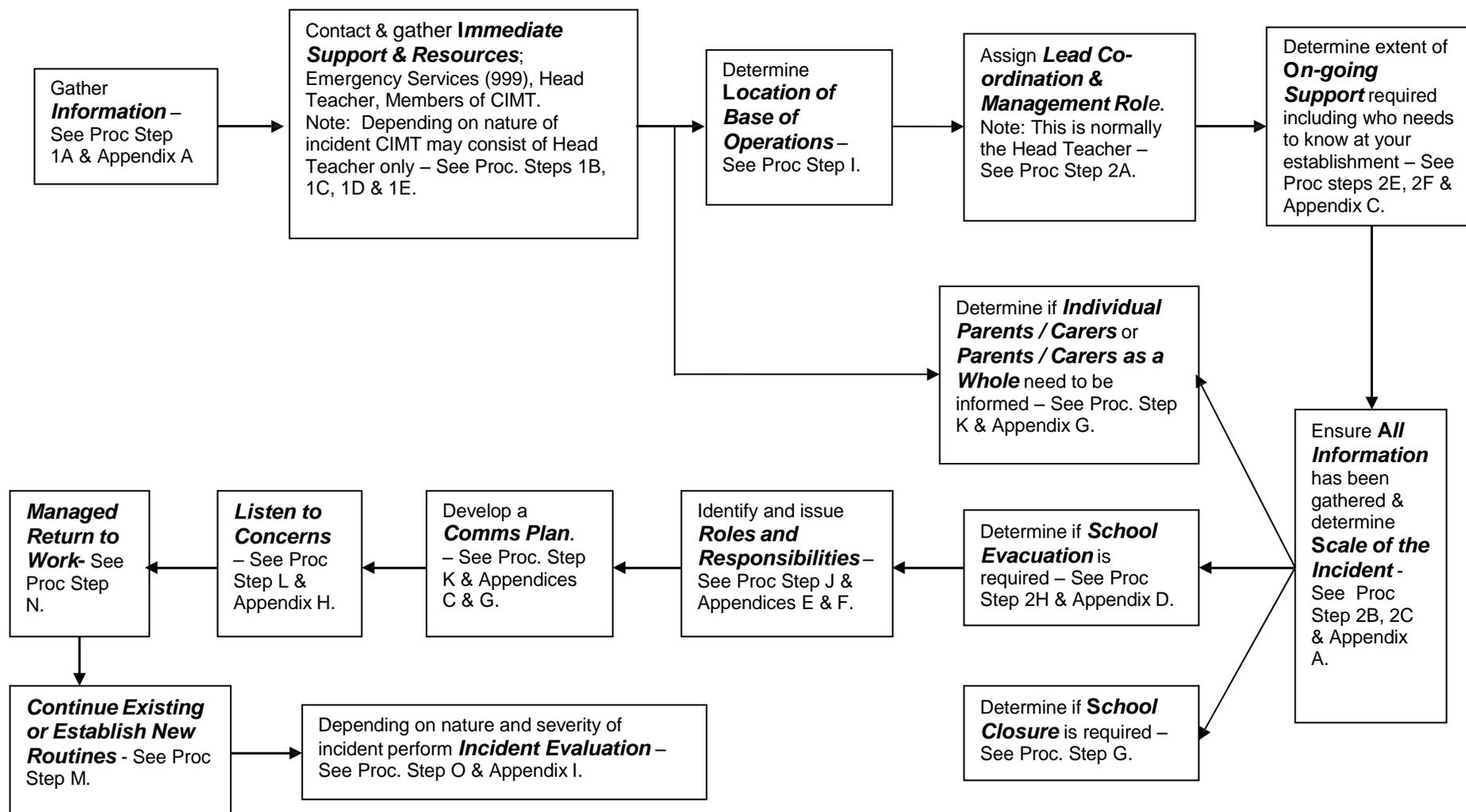
Next Review Date 01 September 2019

Committee Responsible: Resources



Hampshire  
County Council

## Quick Overview Flow Chart: Responding to Critical Incidents at Romsey Abbey Primary School – Immediate Action – Note: Steps may not necessarily be carried out in sequential order



# Contents

Universal Terms.....	4
Aim.....	4
Objectives.....	5
Introduction .....	5
Critical Incident Procedure.....	6

## Universal Terms

- **Establishment** - The management or organisational base individuals attend or work from.
- **Young People** - A collective term which includes all children and young adults.
- **Parent** – A parent or person with parental responsibility.
- **Qualified person** – All those people with a recognised professional qualification (teachers, lecturers, nationally qualified youth or social workers and others who have achieved a minimum NVQ Level Three).
- **Responsible Adult** – Other employees or volunteers who are known to the establishment (parent, police officer etc), who are considered to be a responsible adult capable of supporting the qualified professionals.
- **Critical Incident Management Team (CIMT)** - A pre identified team of establishment staff who come together on site to manage the incident or emergency.
- **Critical Incident** - Establishment or Group is able to manage the situation without outside support. May be necessary to inform HCC of incident. Central and Area Teams can support as required.
- **Serious Incident** - Establishment or Group requires support. Children's Services Area Serious Incident Team undertakes the management of the response. The Establishment or Group concentrates on its own immediate priorities. Possible Children's' Services Area Home Team dispatched. Central and specialist Team support.
- **Emergency** - Children's' Services Central Emergency Team undertakes overall management of the response. Possible Children's' Services Travelling Team dispatched. All Teams with clear roles and responsibilities.
- **Major Incident** - Multi-department Strategic and Tactical management team(s) coordinate overall management of the HCC integrated response as part of a wider multi-agency response. Children's Services Central Team to be ready to respond as required.

## Aim

The aim of this procedure is to meet requirements of the Hampshire County Council Critical Incident Plan dated January 2009, by giving guidance to enable the establishment staff to manage and coordinate a structured response to a critical incident or emergency.

## Objectives

- To provide a framework for staff to manage a critical incident or emergency;
- To identify plan activation triggers and the action to be taken;
- To detail roles and responsibilities for the coordination and management of the response to a critical incident or emergency;
- To identify appropriate support organisations;
- To ensure effective working with the media.

## Introduction

Incidents are a normal part of life in any establishment with young people. However, some incidents are of a more critical and overwhelming character in which staff may require additional systems and support to enable them to manage the situation. These may include:

- The serious injury or death of a colleague or other adult.
- The serious injury or death of a young person.
- Incidents charged with profound emotion.
- Incidents attracting attention from the media.
- Incidents involving serious threat.
- Young person suicides.
- Incidents causing significant concern amongst the establishment community e.g. parents or staff.
- Any other incidents with extremely unusual circumstances which surpass the normal day to day operational procedures.
- Events which may cause an interruption to the service or make it unsafe to continue the service.

This procedure is not written to be prescriptive or attempt to cover all possible events nor should it necessarily be implemented in sequential order. It is intended to set a framework and checklist to enable staff to set up and manage effective operational procedures to copy with the situations they are faced with.

## Procedure Management & Staff Training

This procedure will be reviewed 3 yearly and updated as necessary. Copies will be kept in the Head Teacher's (HT's) Office, Reception Area, Site Manager's (SM's) Office and in the Class Rooms furthest from the Reception area.

All staff will be required to read the main body of this procedure and be aware of the contents of the associated appendices.

## Critical Incident Procedure

**Note: The steps identified below are not necessarily intended to be performed in sequential order.**

1. In the event of a critical incident, **the person(s) identifying the incident**, ideally a member of staff shall;

A. **Start to gather information** about what has happened.

- a. What has happened? Where and when?
- b. Name and contact number of an adult at the incident site
- c. Extent of injuries; numbers and names.
- d. Location of injured, name and contact number of adult present.
- e. Location of uninjured, name and contact number of adult present.

B. Determine the extent of **immediate** support required – see Appendix A.

- a. Use the 999 telephone service to contact the appropriate Emergency Service(s) – follow their advice and instructions

Note: Do not use local contacts / services to request emergency assistance.

C. Contact the Head Teacher and, depending on nature of incident, members of the CIMT. The Head Teacher and Governing Body have identified the following personnel to act as the CIMT;

<b>Name</b>	<b>Role</b>
Julie-Anne Palfrey	Head Teacher
Thomas Langford	Deputy Head Teacher
Michelle Bishop	Bursar/Administration
Julie Symonds	DSL
Paul Birch	Site Manager
Norman Oldmeadow	Chair of Governors

Consideration should also be given to the inclusion of other key members of the community, as appropriate to the nature of the incident to the CIMT.

Note: Depending on nature of incident CIMT may consist of Head Teacher only. In the absence of the Head Teacher the next senior member of staff shall assume the leadership role.

D. Decide on the location for CIMT to meet.

E. Collect any emergency action resources e.g. pens, flipcharts, message pads, logs etc.,

## Critical Incident Procedure Cont.,

2. It is the responsibility of the CIMT to;
  - A. Decide which member of staff will assume the lead coordination and management role – this is normally the Head Teacher. In the absence of the Head Teacher the next senior member of staff shall assume the leadership role.
  - B. **Ensure all the information** about the incident has been gathered as follows;
    - a. Extent of injuries; numbers and names.
    - b. Name and contact number of an adult at the incident site
    - c. Location of injured, name and contact number of adult present.
    - d. Location of uninjured, name and contact number of adult present.
    - e. Who has been informed? What has been said?
  - C. Establish the scale of the incident.
    - a. **Critical Incident** - Establishment or Group is able to manage the situation without outside support. May be necessary to inform HCC of incident. Central and Area Teams can support as required. E.G. school closure due to localised flooding, weather conditions, power outage, boiler failure.
    - b. **Serious Incident** - Establishment or Group requires support. Children's Services Area Serious Incident Team undertakes the management of the response. The Establishment or Group concentrates on its own immediate priorities. Possible Children's Services Area Home Team dispatched. Central and specialist Team support.
    - c. **Emergency** - Children's Services Central Emergency Team undertakes overall management of the response. Possible Children's Services Travelling Team dispatched. All Teams with clear roles and responsibilities.
    - d. **Major Incident** - Multi-department Strategic and Tactical management team(s) coordinate overall management of the HCC integrated response as part of a wider multi-agency response. Children's Services Central Team to be ready to respond as required. E.G. Nuclear incident.
  - D. If the incident occurred as part of an Offsite Activity or Educational Visit then follow procedures plus steps O to R below. For all other incidents follow steps E to R below.
  - E. Agree extent of **on-going** support required – Initial support should be through the emergency services if required.
    - a. If necessary and not already happened, use the 999 telephone service to contact the appropriate Emergency Service(s) – follow their advice and instructions.

**Note:** Do not use local contacts / services to request emergency assistance.
    - b. Commensurate with the scale of the incident, designate staff to make contact with and liaise with the required organisations. Support can sought from Children's Services and other departments in HCC - Contact the Emergency Planning Unit Duty Officer;

## Critical Incident Procedure Cont...

- F. Decide who needs to know at this stage in your establishment –
- G. Determine whether the school needs to be closed.
- a. Alert parents/carers to prevent students arriving or to ensure they are effectively removed from the premises.
  - b. Ensure any pupils arriving at the establishment are safely accommodated until their parents/carers have been informed and arrangements have been made for the child's safe return to home or a location nominated by their parent/carer.
  - c. Alert HCC Children's Services Department. This will enable the updating of the HCC website.
- H. If the incident is within working hours, determine whether Evacuation of children and staff is required – the type of evacuation will depend on the severity and nature of the incident. If an immediate evacuation is deemed necessary the first evacuation point should be to the;
- a. **Fire Assembly Points on the School Playground**, providing it is safe to do so.
- If this location is deemed unsuitable, and there are no other suitable locations on the school premises, then due to their close proximity to the school the following locations shall be used in order of preference;
- a. **Romsey Abbey, Romsey, SO51 8EP**
  - b. **The Romsey School, Greatbridge Road, Romsey, SO51 8ZB**
- Note:** In the event of any evacuation it is imperative that children are supervised in small groups by a Responsible Adult. If possible, a register should be taken before evacuation and immediately on arrival. Extreme care should be taken when travelling between locations. Refer to RAPS Evacuation Policy and Fire Safety Manual as appropriate to incident in hand.
- I. Determine the Location for the Base of Operation
- a. Inform all team members and staff of base location and if appropriate, evacuation details.
  - b. Establish best use of space and accommodation.
  - c. Consider where visitors and the community can gather and meet.
  - d. Ensure equipment such as whiteboards, flip charts etc. are available and accessible.
- J. Identify and issue Roles and Responsibilities.
- a. Designate staff to maintain a log of events, decisions and actions.
  - b. Designate staff to ensure information is passed on and actions followed up.
  - c. Decide if you want to set-up large public boards e.g. flip charts or whiteboards to display information about the incident team, location, information releases, contacts etc.,
  - d. Assign a single spokesperson where possible – this would normally be the Head Teacher.



## Critical Incident Procedure Cont...,

- i. Designate staff to log and deal with all incoming calls and agree a basic script as per communications plan above i.e. facts plus actions.
    - i. Use dedicated incoming line – not the line others will be calling in on.
    - ii. Consider having message pads available.
    - iii. Consider a message box – agree routes and places.
  - j. Agree a dedicated line for outgoing calls.
  - k. Agree a meeting schedule to update staff.
  - l. Ensure there is a suitable location resourced appropriately e.g. whiteboard, flip chart, pens etc
- L. Listen to Concerns - depending on the severity of the incident it may be appropriate to spend a great deal of time on the following aspects;
- a. Offer time and space if needed for staff and children to reflect before going home
  - b. Consider supporting close friends of those involved in incident
  - c. Provide opportunities to express personal reactions
  - d. Consider formal recognitions and rituals
- M. Quickly continue existing and/or establish new routines
- a. Make every effort to provide as much continuity as possible for children.
  - b. Maintain the normal day so that young people are unsettled as little as possible.
  - c. Use Governors and parents or guardians as appropriate to enable the school day to run smoothly.
  - d. Discourage undue disruption. The establishment can become a focus for parents and other members of the community to gather. Establishments need to manage such responses by designating space, refreshments, toilets etc. Establishments are entitled to sensitively discourage any undue disruptive gatherings.
- N. Co-ordinate a Managed Return
- a. Some may not be attending after an incident and will need assistance on re-entry.
  - b. Some may have been injured or distressed and will need significant support to reintegrate back into the normal routine.
- O. Depending on the nature and severity of the incident, consider pulling together a team of key players including parents, and possibly children, and performing an Incident Evaluation exercise at a suitable time after the event.