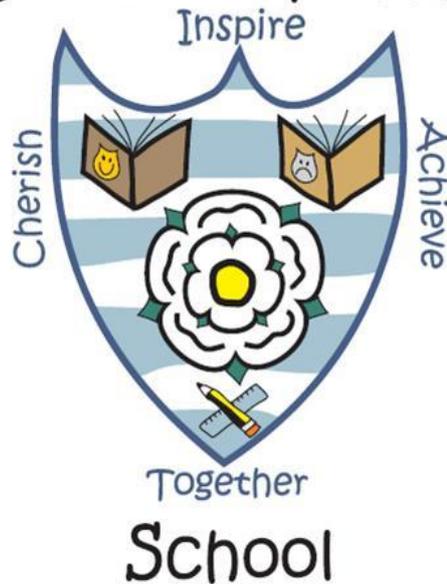


Birkwood Primary



CRITICAL INCIDENT POLICY

To include Lockdown Procedures

REVIEWED MARCH 2020

Critical Incident Management Team

Julie Allen MBE – Headteacher

Ben Froggatt – Deputy Headteacher

Rachel Rennison – Assistant Headteacher

Paul Sabin – Chair of Governors

Rationale

As part of our Health and Safety policies and procedures the school has a Lockdown Policy. On very rare occasions it may be necessary to seal off the school so that it cannot be entered from the outside. This will ensure that children, staff and visitors are safe in situations where there is a hazard in the school grounds or outside the school in the near vicinity. A lockdown is implemented when there are serious security risks due to attempted access by unauthorised persons intent on causing harm/damage.

CRITICAL INCIDENTS DEFINED

Handling crises and dealing with difficult 'incidents' on a daily basis is viewed by some as a normal aspect of school life. However, there are occasions when schools will experience incidents of a significantly more extreme nature. What seems to distinguish these incidents is their nature and scale, and it is this type of occurrence, which has come to be termed a '**critical incident**'.

What is a critical incident?

Although the concept of a critical incident is difficult to precisely define, authors who research and write in this field have, in the past, attempted to define critical incidents as:

'Unexpected occurrences, which may suddenly have a major impact on school'.

However, in recent years some authors have noted that this type of description does not capture the relative nature of some critical incidents, which to some may seem relatively small-scale but, to others who experience them, can seem overwhelming. In this respect Gibson (1999) would suggest that an incident could be described in critical terms when it

'Overwhelms or overcomes the normal coping strategies and strengths of those involved'.

It is also important to note that this approach, which views critical incidents as situations or crises that are beyond the everyday experiences of school life, contains an implied understanding that these incidents would be markedly distressing to a significant number of adults and children.

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 should be familiar with the school's routines for fire and the evacuation of the school building on hearing the fire alarm
- all staff should be familiar with the routines and procedures for dealing with emergencies
- all staff and pupils should be familiar with the school's security procedures
- all staff organising school trips and visits follow the guidelines to include a risk assessment
- all staff are aware of pupils with medical needs, health problems or those with safeguarding concerns
- all staff are aware that they should assess associated risks to children 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 attack on school;
- Major fires at a school;
- Significant vandalism;
- Pupil suicides and sudden deaths;
- Violent attacks on pupils and/or staff members;
- The sudden death, in tragic circumstances of members of staff;
- Incident involving an intruder, believed to be armed or dangerous, on school premises (Please see Lockdown Procedures below);
- Road traffic accidents, involving fatalities within a school community;
- Abductions / disappearances;
- Allegations or actual incidents of abuse against pupils by staff and staff against pupils;
- Incidents involving the murder of schoolchildren that attracted the attention of national and international media;
- 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.

Critical Incident Management Team will comprise the following:

Julie Allen MBE – Headteacher
Ben Froggatt – Deputy Headteacher
Rachel Rennison – Assistant Headteacher
Paul Sabin – Chair of Governors

Critical Incident Policy

The school's reaction to a critical incident can be divided into the following categories:

- a) Immediate actions (first 24 hours)
- b) Medium term actions (24 – 72 hours)
- d) Longer term actions

IMMEDIATE ACTION (first 24 hours)

Action	Comment
Ensure the school population is safe either on the school premises or elsewhere.	

Implement the school Incident Management Plan.	
Contact key people and mobilise support. Emergency Services LA NHS	Dial 999. At a later stage in the incident you will be given other contact numbers.
Keep a log of actions taken, including all incoming and outgoing calls.	Keep a record of names of officers from the Emergency Services and any other external agencies which you contact. Note any actions you take or any help you request. This will not only serve to help you at the time but may be needed in any subsequent inquiry. Keeping a call log will identify the people who have been and still need to be spoken to.
Obtain as much accurate, factual, information as possible.	What happened when and where? Extent of injuries? Location of those injured and not injured? How many involved and names and ages? Risk of further injury? Damage to buildings? Agencies already contacted?
Mobilise the Incidents Management Team.	Agree statement of facts for staff, children, parents/carers and media and if possible complete a written version of it. Allocate responsibilities and roles. Arrange regular group meetings. Inform Chair of Governors and other Governors. Appoint someone to handle phone enquiries and respond to media. Make sure telephone numbers are shared between all members of the Critical Incident Management Team.
Organise a staff meeting. Organise supervision of children during staff meetings.	Give an account of the facts. Opportunity for staff to express views and feelings. Discussion of how staff will share facts with children. Outline routine for the day. Inform staff of agencies involved and support in place. Procedure for identifying vulnerable students. Distribution of relevant materials. Decide whether any outside agencies need to be invited.
Review timetables for the day.	Make arrangements for breaks, lunch, & home time.
Designate an Incident Management Room.	It should be located away from any hazard, offer privacy and be available for as long as required.
Inform parents/carers of children directly involved.	Agree who should share information with parents/carers and how this should be done. List who has been contacted to avoid duplication. Give relevant and factual information. Set room aside for distressed children to meet with parents/carers. Provide support to parents/carers who are on their own when they arrive at school. Give telephone numbers for enquiries.
Inform parents/carers of children not directly involved.	Parents/carers of children in the school should be informed of the incident and that their child may be upset. Prepare letter to parents/carers stating facts and brief outline of incident.
Make contact with the bereaved family/families.	
Dealing with media	Consult with LA media support personnel. Prepare written statements to include facts about the incident,

	<p>what has been done already, what is going to be done and positive information or comments about the deceased person. Keep responses simple factual and brief. Brief staff and advise them on dealing with media.</p>
Inform children	<p>Consider who should deliver message. Support best given by adults known to the child. Give facts. Avoid speculation. Allow children to ask questions, tell their story and express feelings. Help children realise overwhelming emotions are natural.</p>
Organise the reunion of students with their parents/carers if necessary.	<p>Facilitate distressed children and parents/carers by providing private room where they can meet following an incident. Where appropriate offer help with transport.</p>

MEDIUM TERM ACTIONS (24-72 hours)

Action	Comment
Review events of first 24 hours.	<p>Reconvene key staff/ Critical Incident Management Team. Check out how team are coping. Decide arrangements for support meetings for parents/ carers/ children/ staff. Decide on mechanism for feedback from teachers on vulnerable pupils.</p>
Arrange briefings for all staff.	<p>Be sure to include all staff. Include those with a responsibility within the Local Authority. Establish contact with absent staff and pupils. Be sensitive as to how staff are coping on a personal and professional level. Update media as necessary.</p>
Arrange support for individual children, groups/classes of children and parents/carers if necessary.	<p>Provide a suitable room. Support and/or information meeting for parents/carers/children to clarify facts and offer advice and reassurance. Inform about support services and provide relevant handouts. Arrange, in consultation with outside agencies, individual or group debriefings or support meetings as needed with parental permission.</p>
Continue to keep children fully briefed and updated, where appropriate.	<p>This discourages speculation; if at that time you have no additional information, please tell everyone that this is the case.</p>
Liaise with family regarding funeral arrangements and memorial service.	<p>Designate staff to liaise with the family to extend sympathies clarify families wishes regarding the school's involvement in funeral/memorial service. Arrange home visit within 24 hours by two staff if appropriate. Have regard for religious traditions and beliefs. Decide in accordance with parents/carers wishes attendance and participation at funeral/memorial service.</p>
Plan visits to injured persons.	<p>Name key person.</p>
Try to stick as closely as possible to normal school routines.	<p>It is important that the school returns to normality as soon as possible, however, there will be need for special staff meetings and discussions in classes and assemblies.</p>
School Closure	<p>Request a decision on this from Local Authority.</p>
Be prepared to deal with insurance claims/legal matters.	<p>You may need a number of designated staff members to prepare an inventory of what has been lost or damaged; ensure that a central log of this is kept in the incident room.</p>

Keep the press informed and work together with the BMBC Communications and Marketing team as much as possible.	You may wish to provide a room for press related work Contact Communications on 01226 773443 or communications@barnsley.gov.uk
Develop and start to implement your recovery plan.	A recovery plan is very useful to aid the return to normality. Plan ahead for various contingencies, for example by running through a 'virtual incident'. Remember that some incidents will reverberate for years rather than months.

LONGER TERM ACTIONS

Action	Comment
The Critical Incident Management Team should review how the incident was handled and amend the Critical Incident Management Plan appropriately.	This might be carried out both as an internal exercise and in consultation with external organisations What went well, where were the gaps, have all necessary support services been accessed? Any unfinished business? Formalise Critical Incident Pan for the future.
Monitor children and school staff for signs of distress.	Look for uncharacteristic behaviour, deterioration in academic performance, physical changes, emotional reactions or absenteeism.
New staff	Ensure new staff are aware of incident and pupils affected Consider transition for pupils affected by the incident and passing on information to key people and high school when the time arises.
Decide on appropriate ways to deal with anniversaries and special dates.	Anniversaries may trigger emotional responses in children/staff, additional support may be needed. Acknowledge the anniversary with family and liaise on any proposed commemoration. Be sensitive to significant dates like birthdays, Christmas, Mother's day, Father's day etc.
<p>Key Contacts in the Barnsley Educational, Child and Community Psychology Service: Joanne Patterson (Principal Educational Psychologist), email: joanepatterson@barnsley.gov.uk Dr Naomi Robinson (Principal Educational Psychologist), email: naomirobinson@barnsley.gov.uk</p> <p>Public Health England</p> <p>Samaritans</p>	

GUIDANCE FOR SCHOOL STAFF IN EVENT OF A MAJOR INCIDENT IN SCHOOL

- Obtain facts and information
- Call the emergency services using 999
- Retain any relevant equipment
- Inform rest of school staff and children as appropriate
- Ensure register of all children is maintained
- Contact Local Authority for advice
- Contact Chair of Governors
- Contact health and safety reps
- Prepare to deal with the media



LOCKDOWN POLICY AND PROCEDURES

Rationale

All schools should consider the need for robust and tested school lock down procedures. Lock down procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school.

Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff. On very rare occasions it may be necessary to seal off the school so that it cannot be entered from the outside. This will ensure that pupils, staff and visitors are safe in situations where there is a hazard in the school grounds or outside the school in the near vicinity.

A lockdown is implemented when there are serious security risks for the premises due to, for example, near-by chemical spillage, proximity of dangerous dogs, serious weather conditions or attempted access by unauthorised persons' intent in causing harm/damage.

Notification of Full Lockdown

Staff will be notified that lock down procedures are to take place immediately on hearing **x3 1 second bursts** of the school Fire Bell.

Procedures

Follow the CLOSE procedure:

Close all windows and doors

Lock up

Everyone to assemble in the main hall

Stay silent and avoid drawing attention

Endure. Be aware you may be in lock down for some time

Staff Roles

Headteacher, Deputy Headteacher or Assistant Headteacher will be nominated as the lockdown managers to initiate, manage and conclude the lockdown. To call the Police Local Authority if necessary (LA phone number on display in Bursar's Office).

School Bursar to ensure that her office is locked and police called if necessary.

Head or site supervisors lock the school's front doors and entrances, whoever is the nearest person.

Individual teachers/TAs lock/close classroom door(s) and windows. Nearest adult to check exit doors.

If a class is out of school eg swimming, church or a trip, Office staff will call the Class Teacher and warn them that school is in lockdown. Advice will be given as to when it is safe to return to school.

During classroom sessions

- Adults to ensure that windows and doors are secured in the area in which they are working
- Nominated staff to check children/staff toilets, ICT, music, cook it and staff room

- All classes to assemble in the main hall (with children's medication), register to check that all are present; staff to raise hand when all present
- Hall doors to be locked, curtains closed and person to cover the door glass panels; police to be phoned if necessary
- Headteacher, Deputy Headteacher and/or Bursar to take mobile phones in the hall
- All relevant staff to be responsible for visitors; lock Finance, Inclusion and Headteacher's offices and then proceed to the Hall
- Inclusion Leader and Parent Support Advisor responsible for any visitors attending their meetings

During Breaktimes and Lunchtimes

- Staff on duty to line the children up at their classroom entrance door
- All staff and children to return to their classrooms to collect and ensure that classroom emergency doors are closed and then all to make their way to the Main Hall and register to check that all are present
- **Rest of procedures as above**

Partial Lockdown

This may be as a result of a reported incident/civil disturbance in the local community with the potential to pose a risk to staff and children in the school. It may also be as a result of a warning being received regarding the risk of air pollution, etc.

Considerations need to be made regarding the level of threat (something intentionally done to cause harm) and the hazard (something accidental or natural that may cause harm) drives the risk assessment.

Notification of Partial Lockdown

Alert to staff: 'Partial Lockdown'
All outside activity to cease immediately, children and staff return to building
All staff and children remain in building and external doors and windows locked

Movement may be permitted within the building dependent upon circumstances but this must be supervised by a member of staff.

All situations are different; once all staff and children are safely inside, senior staff will conduct an on-going and dynamic risk assessment based on advice from the appropriate body e.g., Emergency Services, Local Authority. This can then be communicated to staff and pupils.

'Partial lockdown' is a precautionary measure but puts the school in a state of readiness (whilst retaining a degree of normality) should the situation escalate.