

# Critical Incident Plan

## The Grange Community Primary School

### September 2024 – September 2025

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#### **Introduction**

The purpose of this document is to:

- outline practices and procedures to reduce the danger inherent in certain situations
- assist staff in coping with disasters and if and when an incident occurs provide staff and governors of The Grange School with relevant information
- provide a reference point for Oxfordshire County Council (OCC) support and contact points

The document makes reference to the actions the Headteacher (HT) should take, but if the HT is not present the Deputy Head teacher (DHT) or designated member of staff will take charge. On school visits the group leader will take charge.

**Please always carry Critical Incident Action Plan Card for quick guidance.**

#### **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 (as detailed in this Policy).
- all staff and pupils should be familiar with the school's security procedures, in particular that all visitors not wearing a visitor's badge should be questioned and escorted to reception.
- all staff organising school trips and visits follow the Oxfordshire guidelines.
- all staff should use sign in board situated in the admin corridor to sign in and out of the premises, (to include lunchtimes and appointments).
- all staff are aware of pupils with health problems.
- all staff are aware of school policy in dealing with violence at work.

#### **A critical incident may be defined as:**

- An accident leading to a 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 and
- Any situation in which the national press or media might be involved

### **Critical 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.

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

A **Critical Incident Management Team** will comprise the following staff:-

- Bev Boswell                      Headteacher
- Amelia Bramall                Deputy Headteacher / SENCO & EYFS Leader
- Georgina Taylor                Business Manager
- Angela Badger                 Chair of Governors
- Sarah Preston                  Vice-chair of Governors
- Richard Taylor                 Site Manager

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

- a) Immediate action
- b) Short term action
- c) Medium term action
- d) Longer term action

## **IMMEDIATE ACTION**

**HT/DHT TO DECIDE UPON THE SAFEST PLACE FOR PUPILS AND STAFF AT THE TIME OF THE INCIDENT. 3 SCENARIOS AS FOLLOWS:-**

- **LOCKDOWN – HT/OFFICE TO INFORM STAFF IN PERSON (KS2 TO STAY IN CLASSROOMS, EYFS AND KS1 TO CONGREGATE IN HALL). NOBODY TO MOVE OUT OF ROOM/HALL UNTIL GIVEN THE ALL CLEAR IN PERSON BY HT/OFFICE STAFF.**
  - **EVACUATION TO FRONT FIELD/ FAP AS FIRE EVACUATION PLAN.**
  - **EVACUATION AWAY FROM THE SCHOOL. OUR DESIGNATED SCHOOL IS BISHOP LOVEDAY IN BODICOTE. FOLLOW MAP ON CRITICAL INCIDENT ACTION CARD.**
1. Obtain and collate information relating to the incident – uncertainty breeds rumour and accurate information is essential.
  2. Gather and brief the CIMT (Critical Incident Management Team) – brief the team, allocate roles and responsibilities;
  3. Trigger support from OCC and other contacts on emergency list – establish clearly who is going to contact whom;
  4. Set up an incident management room and dedicated phone line – to deal with calls from anxious parents etc. CIMT should agree a factual statement and avoid speculation;
  5. Contact families 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;
  6. Make arrangements to inform other parents – may need to take advice from OCC, especially if there is the possibility of legal liability. CIMT may wish to send a letter to parents, or prepare a leaflet.
  7. Inform teaching and other school staff – staff need to be cautioned about talking to the media or responding to questions from reporters. It is vital that all staff in contact with pupils are kept well informed and feel secure in handling comments or questions from pupils.
  8. 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 or 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.
  9. Encourage people involved to talk – the incident may need to be discussed before children go home for the day, for both pupils and adults.
  10. Deal with the media – most important to seek advice from OCC 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 a designated spokesperson briefed and prepared to respond on the school's behalf.
  11. 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.

## **SHORT TERM ACTION – the next stage**

1. 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 they deal with repercussions in terms of children's fears etc.

2. 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.
3. 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...
4. Debriefing meeting – it may be appropriate to hold a debriefing meeting for staff, children and parents to:
  - clarify what has happened
  - allow for sharing reactions
  - reassure people that reactions are normal
  - mobilise resources e.g. parental support groups

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

5. Formal and informal recognition of rituals – it is important to remember to express sympathy to families of the hurt or bereaved. Visits to children/staff in hospital. Pupils may wish to send cards and 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.
6. 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.

## **MEDIUM TERM ACTION**

1. Return to school for staff or pupils after long absence – reintegration 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.
2. 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.
3. Keeping parents informed – it may be appropriate to produce a leaflet for parents giving guidance on the possible delayed reactions of pupils to an incident and making suggestions to help them deal with these.
4. 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.

## **LONG TERM ACTION**

1. Monitoring the vulnerable – the effects of a crisis can reverberate for years, and it is especially important that new staff and pupils are briefed in the school's history to help them understand and deal with potential repercussions especially at anniversary times.
2. 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.
3. 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.

4. Curriculum implications – it may be appropriate to schedule INSET training for staff in loss counselling, bereavement etc.

### Timeframe for Action

	<b>Task</b>	<b>Time scale</b>	<b>Lead person/ team</b>
<b>1</b>	Obtain factual information at start of crisis	ASAP/ Within hours	Headteacher
<b>2</b>	Leadership team meet with support personnel	ASAP/ Within hours	Headteacher, Deputy Headteacher, Chair of Governors
<b>3</b>	Establish an intervention team	Within hours	Headteacher, Deputy Headteacher, Chair of Governors
<b>4</b>	Contact families concerned	Within hours. Continue until all are informed	Office staff
<b>5</b>	Call a staff meeting to give information	ASAP/ same day if practicable	Headteacher
<b>6</b>	Inform pupils in small groups	Same day if practicable	Headteacher & class teachers
<b>7</b>	Arrange a debriefing meeting for staff involved in disaster	same day if practicable	Headteacher & all staff
<b>8</b>	Debriefing for pupils involved in the disaster	as soon as possible, allowing for health and safety	Headteacher & class teachers
<b>9</b>	Identify high risk pupils and staff	next few days	Headteacher & class teachers
<b>10</b>	Promote discussion in classes	next few days and weeks	Class teachers & teaching assistants
<b>11</b>	Identify the need for group or individual treatment	incrementally over days or weeks after disaster	Class teachers, teaching assistants and Headteacher
<b>12</b>	Organise treatment etc.	as required	Headteacher & Deputy Headteacher

<b>Emergency Telephone Contacts The Grange School</b>			
<b>Emergency Services (Fire, Police, Ambulance)</b> <b>999</b> (24 hours)		<b>County Council Emergency Contact Number 01865 378789</b> (24 hours): ask for the County Contact Officer, who can then alert the Directorate.	
<b>Position</b> <b>Head teacher</b>	<b>Name</b> <b>Bev Boswell</b>	<b>Daytime Tel</b> <b>01295 257861(work)</b>	<b>Out of Hours Tel</b> <b>07970 781088</b>
<b>Keyholders:</b> <b>Bev Boswell - 07970 781088</b> <b>Amelia Bramall - 07854490639</b> <b>Richard Taylor - 07923506330</b> <b>Georgina Taylor - 07964771444</b> <b>Clean Genie - Cleaners - 07546133736</b>			
<b>Head of Est. Bev Boswell - 07970 781088</b>			
<b>Deputy Head of Est: Amelia Bramall - 07803014797</b>			
<b>Leadership Staff Office Georgina Taylor - 07964771444</b>			
<b>Governors (Chair) Angela Badger - 01295 258976/07786 687762</b>			
<b>Governors (2) Sarah Preston - 07793403810</b>			
<b>Site Manager Richard Taylor - 07923506330</b>			
<b>Police - 999 / 01295 252525</b>			
<b>Fire Brigade - 999</b>			
<b>Local Hospital Emergency Dept.- Horton General Hospital, 0300 304 7777</b>			
<b>Bishop Loveday School - 01295 263157</b>			
<b>Banbury Sound Radio - 01295 661070</b>			
<b>Cherwell District Council - 01295 227001</b>			
<b>Schools helpline - 0844 264 2204</b>			
<b>Health &amp; Safety team - 03300 240849</b>			
<b>Directorates Media Representative - 01865 323870</b>			

**Safeguarding Team – 01865 815843**

**School Nurse – 01865 904600**  
**Orchard Health Centre**

**Trade Unions NASWT – 0121 453 6150**

**Health & Safety Executive (HSE) – 0345 300 9913 (8.30-5.00)**  
**0151 922 9235 (out of hours)**

**Critical Incident Centre (HSE) – 0845 3009923**

**Occupational Health – 01865 415500**

**Public Health – 01865 328606**

**Planning & development – 01865 816448/815084**

**Educational Psychology – 01865 816732**

**EYFS Team – 01865 897770**

**Incident Log Sheet**

A copy of this log **must** be kept for the incident file: it may form valuable evidence.

**Name of Establishment:**.....

**Person compiling this log (print name):**.....

**Signature:**.....

**Date:**

**Time:**

**To:**

**From:**

**Tel:**

**Email:**

**Mobile:**

**MESSAGE**

**ACTION**

Log copied to (please tick when done):

Head of Establishment

Directorate

## Responding to A Major Emergency Checklist

In an emergency, many demands are made on all involved. In order for people to cope effectively, it is helpful if information that will be needed is up-to-date and easily accessible. This will "clear the decks" so that decision-makers can concentrate on decision-making.

### The following information is kept up to date and available in school:

A copy of the school's Critical Incident/Management Plan procedures

Names addresses and phone numbers of emergency contacts (e.g. parents, partners, carers) of all staff and pupils

Contact details for key emergency responders with the authority

Contact details for contractors used by the school (e.g. electricity)

Bus/coach lists

Pupil/staff movement data (registration data)

Incident File

### Action Card

The Action Card gives responsibilities for staff in the event of a critical incident. These should be used in the event of a major incident. The card for offsite activities should be carried by staff on all school visits.

The cards are to be displayed in the classrooms and shared areas. All supply staff need to be made aware of the procedures in case of an emergency.

Due to the nature of school life, which includes the absence of staff on courses, at meetings etc. the following staff order should be followed.

**Bev Boswell – Headteacher 07970 781088**

**Amelia Bramall - Deputy Headteacher 07854490639**

**Georgina Taylor – Business Manager 07964771444**