



NORTH BIRMINGHAM ACADEMY

CRITICAL INCIDENT POLICY

Critical Incident Management

In order to make appropriate response to any critical incident, a plan has been drawn up. It contains:

Preventative measures

1. Definitions: how to define a critical incident and appropriate intervention
2. Roles of Support Agencies
3. Role clarification for all staff; who will do what, where and when
4. Handling the reactions of people affected
5. Review and training

1. Preventative Measures

Whilst we cannot prepare for every eventuality, there are steps we can take in order to smooth responses to any given incident. Therefore, we have:

- Identified a critical incident management team who, collectively or individually, could take a lead in an emergency. Key roles to those involved have been identified.
- Ensured basic information, contact lists, communication, procedures etc. are in place, known to all key staff and kept up-to-date (including references to changes in legislation, LEA guidelines etc.)
- Ensured that Governors, all key staff in the school community etc. are aware of the plans developed.
- Ensured timescales for review, updating etc. are securely in place.
- Designated a senior member of staff as Press Liaison Officer.
- A list of any students out from school on visits or placements on any day should be kept in the school office.

The LEA has undertaken to maintain such a sequence for itself and will assist schools, where possible, in their planning.

2. Definitions

A 'Critical Incident' can be defined as...

'An event or sequence of events affecting students and/or staff which created significant personal distress to a level which potentially overwhelms normal responses, procedures and coping strategies and which is likely to have serious emotional and organisational consequences.

Additionally, a critical incident may ...

- happen inside or outside the academy;
- involve severe injury or death to students, staff, parents or members of the local community;
- involve no physical injury but emotional trauma;
- involve one student, one member of staff, or, at the other end of the scale, hundreds;
- involve the academy site being used as REST CENTRE by the local authorities in the event of a local disaster or community critical incident

A critical incident will almost inevitably disrupt academy functioning.

Critical incidents will be categorised into two levels, **Level 1** and **Level 2**.

The following **Level 1** incidents could be seen as high priority in that they would require a detailed action plan including all or most of the elements summarised on page 5.

Level 1: High Priority *Action plan immediately put into operation*

Past examples:

- The shooting in Dunblane Primary School
- The stabbing to death of Nicki Conroy in a Middlesbrough classroom
- The Hagley School minibus crash
- The machete attack on nursery pupils and staff in Wolverhampton
- The school canoeing trip deaths off Lands End
- The hostage taking at Handsworth Wood Girls' School
- The deaths of pupils on the cruise ship 'Jupiter'
- The murder of Philip Lawrence, Principal, outside his school in London
- Community critical incidents such as Lockerbie, Hungerford or Hillsborough or following a civil disturbance including bombs

The following **Level 2** incidents may be seen as lower priority but may nevertheless severely disrupt school organisation and functioning, may result in severe distress to students and/or staff and may require some elements of the action plan such as the involvement of support agencies.

Level 2: Medium Priority Action *Principal to plan as appropriate*

- The death of a student or adult on the academy premises.
- A road traffic accident involving a student or member of staff.
- A fire at the academy or at home where there is loss of life or serious injury.
- A serious accident in the academy.
- The murder or severe injury of a student, parent or member of staff outside the academy.

- The death of a student following an accident or illness outside the academy..

3. Role of Support Agencies

In any major critical incident, the involvement of the emergency services is crucial and their role of paramount importance. Police, fire, ambulance and coastguard have priority over all other outside agencies.

In the event of a major incident occurring which affects a proportion of the City including a school (e.g. an air crash), the City's Emergency Planning Department will co-ordinate responses in conjunction with the emergency services. North Birmingham Academy is a designated REST CENTRE, the Principal will be informed of such a response directly by the CEO.

Birmingham LA has its own 'Critical Incident Team' who are trained to deal with such incidents. Their key roles are:

The Director of Learning & Culture - will link directly with the Director of Social Services and the City Council Emergency Planning Officer in the event of a major disaster affecting the life of the City

The Assistant Director of Education for Management and Co-ordination - will

- co-ordinate the input of the education services to schools following a critical incident **(School should contact this officer as soon as possible following a critical incident);**
- be responsible for revising the Department's policy and procedures for responding to critical incidents through an annual review meeting involving the Special Needs Adviser, School Support Manager, Principal Psychologist, principal Social Worker and Principal representative;
- inform all services of their respective roles in helping schools following critical incidents;
- ensure all support services receive appropriate training and that this is regularly updated;
- be responsible for informing schools about disruption to normal services from support services while these are responding to a critical incident.

4. Role Clarification : Critical Incident Team

Role Clarification for School Staff

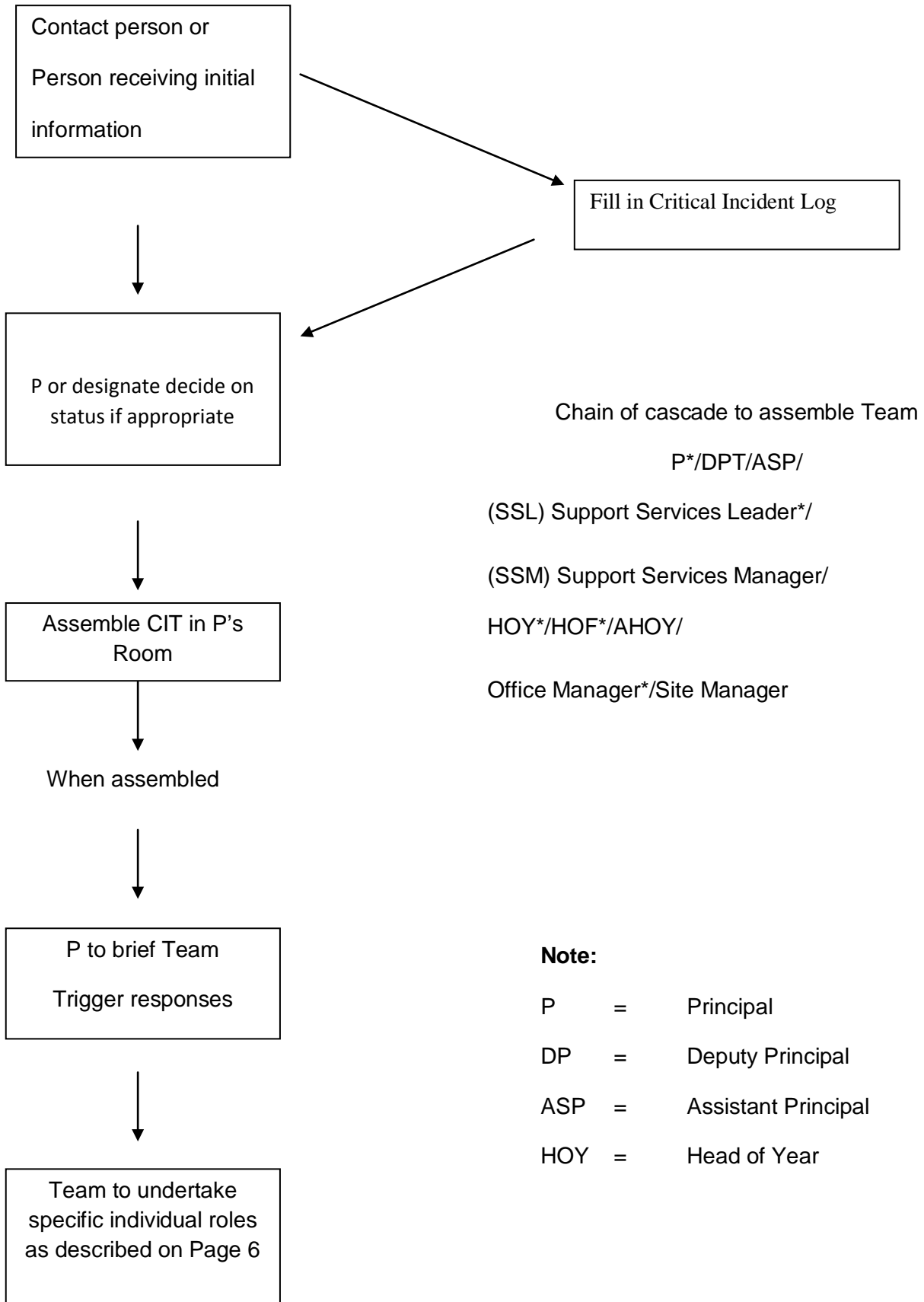
In our experience, distress occurs both to individuals involved in any traumatic incidents and to those involved in a helping capacity, whether school staff or outside agencies. For the best humanitarian reasons people often rush to situations where they feel they are needed, but working within any traumatic situation is not easy and should be treated with caution. Ideally, it should be carried out by those who are personally robust enough to cope with the pressures and who have received further training. Access to professional colleagues for 'debriefing' purposes is essential if further 'casualties' are to be avoided. The Principal and managers of support services will take responsibility for ensuring this is provided. All teaching staff should not be expected to work within a traumatic situation without training; rather they should be given the choice and further options as the critical incident plan is formulated.

The Principal or designate will ensure that a CIP is put into operation, including:

- The Chair of Governors to be notified.
- other staff are informed that the action plan is being carried out
- contacting involved parents
- informing other parents by letter
- liaising with support agencies
- handling enquiries
- liaising with LEA Press Office
- talking to the media, if necessary
- organising meetings with other staff
- ensuring safety and security of school building
- establishing priorities for counselling
- managing system for recording who has been seen and in what order

It may well be that normal management structures are not appropriate during this process. Competence, reliability and availability may determine membership rather than school structure or status.

MANAGING A CRITICAL INCIDENT



CONTACT NUMBERS**Critical Incident Team Membership - Brief Role Description**

Team Member	Role	School No:	Home No:
P	Begin cascade General co-ordinator, liaise Emergency Services, LEA, Governor Support Agencies	Supplied to designates only	
SVP (PD)	P designate – support P ‘back-up’ for absentees i/c school/assemblies/letters Home /back-up P – DM		
Pub/Ad Officer (PD)	Liaise press		
Support Services Leader (AWC)	All facilities, buildings, services on site, liaise caretakers, shift supervisors, office staff, telephone – AWC		
IIP Leader (?)	Liaise school staff – Timetable, cover		
ASPs (???)	Students / Parents		

Business Director (AEC)	Liaise SSL. Facilities School site (supported by Site Manager)		
Office Manager (AMcN)	Access school records		
Receptionist	Telephone links		

Additional Team members may include:

- Catering manager (SB) - provide refreshments/hospitality
- Head of School - where applicable

CIT – Roles

Contact Person (?)

(or nominated person in case of school visit)

- Gather initial information
- Keep written record including time information received
- Fill in CI log
- Inform P or ASP
- Cascade information from CI log
- Establish / maintain communication links

P or designate (P)

- Decide status of incident
- If necessary alert emergency services or confirm that this has been done
- Initiate cascade to assemble Team

- Trigger contacts LEA / Support Services
- Brief CMT
- Receive and pass on information as and when received

Press Officer (PD)

- Prepare factual statement – including reassurance of actions being taken by school and avoiding speculation
- Liaise AWC support to prepare Community Room as base – including telephone access if appropriate
- Be available to take enquiries from Press
- Organise Press conference if appropriate
- Update Press as and when necessary
- Prepare statements for rest of school/school office etc

Business Director (AWC)

- Facilities access or non-access to resources on the school site/liaise shift supervisor
- Co-ordinate use of land phones/mobile phones/radios, plus dedicated in and outgoing lines
- Contact other services if required, e.g. catering/extra office staff/transport
- Prepare Reception Area for receiving parents/visitors/students
- Liaise DP, IIP Leader re rooms etc.
- Co-ordinate car parking
- Liaise with other agencies (Adult Education/Sports Centre etc)

Support Services Manager

- Provide access to school site
- Assist with Health and Safety issues
- Liaise SSL
- Provide heating/ligPing where appropriate
- Assist car parking arrangements
- Assist sign erection
- Assist staff

Student / Parent Contact PALS (DR/DJ/AS)

- Assemble appropriate contact lists
- Communicate consistent information to all parents directly involved, avoiding speculation
- Record those parents contacted, including time of message and person spoken to – establish future contact
- Receive parents on arrival at school
- Update parents as and when appropriate

Rest of School – PD IIP Leader (KES)

- Deliver prepared factual statement to other staff and students (maybe via special staff meeting or assemblies)
- Prepare and distribute letter to other parents
- Be in charge of rest of school
- Liaise DP – (?)

- Make preparation for rest of day/next day vis staff cover/room changes, school closure etc
- Establish location to 'hold students'
- Establish location to 'hold parents'
- Arrange cover for CMT

School Office Manager

- Assist in CI Team summoning
- Assist in preparation of factual statement
- Assist in providing access to information held on CMIS
- Assist in preparing Press release, statement for parents etc.
- Assist in receiving telephone enquiries
- Assist in liaising external agencies

5. Handling the Reaction of People Affected

Experience from affected schools, and from research, provides a wealth of evidence about the range of reactions and needs generated by critical incidents. People can react very differently; some will readily give vent to their feelings, others find it more difficult. Student's ages and development will, of course, affect their understanding and feelings. The nature of the incident itself has a major bearing on the feelings. The nature of the incident itself has a major bearing on the feelings generated. The most common reactions include denial, distress, guilt, anger and helplessness.

There are, however, some common needs that should be recognised and addressed:

Action Within Hours

- Inform all staff, give guidance on how to support and talk to children
- Confront the 'truth' and take care with the form of words in announcements

- Outline the measures in place to provide help for distressed children
- Provide information for families on the kind of help available

Explicit Acknowledgement of the Incident

- Acknowledge the emotional state of staff, students, allow time and space
- Some staff may not wish or be able to directly support children
- The burden may fall disproportionately on a small number
- Establish boundaries – avoid ‘milling’. Designate areas for parents, supporters, the Press etc.
- Acknowledge the incident may be a trigger to children who are emotionally vulnerable
- Be sensitive to the effect on staff and students

Opportunity to Talk Through or Otherwise Express Personal Reactions

- While attempting to ensure continuity and normality, staff should encourage children to talk about their feeling and be prepared to listen to them
- Groups of children may be offered support from outside professionals who can debrief them to help them understand their reactions, and develop coping strategies. Parental permission should be sought in this instance
- Staff closely associated with the children involved should be offered opportunities for debriefing and counselling
- Exceptionally, some children and staff may need therapeutic help for a considerable time, or at some time after the event

Those Providing Support Need Support

- Be aware of the possible delayed reactions for those actively involved in responding to a critical incident. Staff who are co-ordinating the school's response should be supported and schedules for relief periods
- Teachers are vital in supporting pupils through a critical incident, but teachers facing this, need and deserve informed guidance and emotional support themselves
- The needs of Principals and senior staff have not always been fully acknowledged. The strain of leading a school through a critical incident can obscure the Principal's personal feelings. Be aware of own welfare needs

Formal and Informal Recognition and Rituals

- Arrangements may be made to express sympathy to the families directly affected by the incident
- Injured children can be visited in hospital
- Children can be encouraged to send cards and letters
- Plan to attend a funeral, if welcome. (Academy closure is possible at the discretion of the Governors)
- Discuss the desirability of holding special assemblies and memorial services
- Anniversaries are key times and the academy should ensure such times are planned for and handled with sensitivity and support.

Continuing or Quickly Re-establishing Normal Routines

- Every attempt should be made to provide as much continuity as possible for children
- Maintain the normal academy day so that children are unsettled as little as possible

- Parents can be invaluable (e.g. as classroom assistants) in enabling the academy day to run smoothly

Return to School by Pupils or Staff Directly Affected

- Some may not be attending school after an incident and will need assistance on re-entry
- Some may have been injured or distressed and will need significant support to reintegrate back into academy life

6. Review and Training

Review

This critical incident plan will be reviewed annually for September with all staff, in conjunction with the support services as necessary, taking into account of any direct experiences of critical incidents. The LA will endeavour to provide feedback to schools and academies based upon accumulated experiences across the City as a whole.

Training

We may need to consider appropriate training for staff who have expressed a wish to be involved in this type of work, such training could include full First Aid courses, aspects of bereavement, group debriefing etc.

Plans to be updated annually – July each year for inclusion in annual Staff handbook.

JJ new draft

Policy adopted by NBA Governing Body on:

Senior Leader with policy responsibility :

Date of next review :

USEFUL CONTACTS

Contact	Name	Telephone/Fax
LEA Emergency Team	Deputy CEO	303 2280
Press Office		
Chief Education Officer	Tony Howells	303 2550
Psychological Service		303 0100
Local 'Casualty' Dept – Good Hope Hospital		378 2211
Education Welfare Service		303 5119

Social Services		464 8022 Erdington
School Governor		See School Contact Cards
Leadership Group		See School Contact Cards
North Birmingham Academy		Tel : 373 1647 Fax : 382 2707
Principal		See School Contact Cards

CRITICAL INCIDENT LOG

Staff Initial _____ Time Information Received _____

Date _____

What has happened?

Where and when?

Name and contact number of adult at incident site

Extent of injuries, numbers and names

Location of injured, name and contact of adult present

Location of uninjured, name and contact of adult present

Is help required from the Academy?

Who else has been informed?

e.g.

Police:

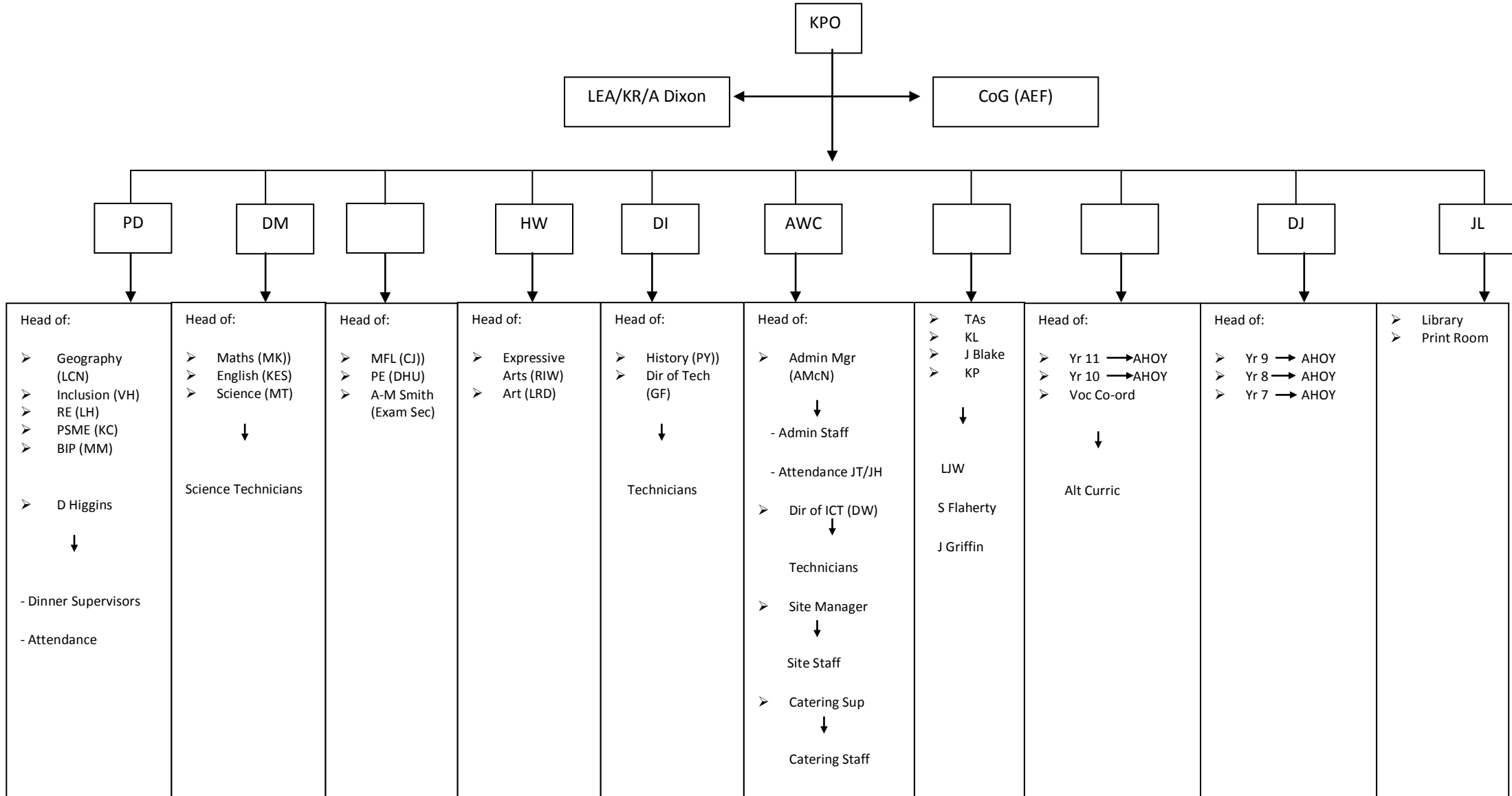
Time:

Station:

Any other service?

What has been said?

Critical Incident – Staff Cascade



In the event of an incident that requires staff to be advised out of hours, the tree of communication if given above.

HOD must ensure that they have a communication tree in place for all of their staff.

NB Head of Year → Assist Head of Year will be contacted by APs responsible for KS3 and KS4

PLEASE LISTEN TO BRMB OR RADIO WM AS USUAL

First Aid Procedures

OUT OF LESSON PASS

- All Staff will be issued an out of lesson pass.
- This has been modified this year to include First Aid requirements.
- If a student requires first aid he /she should remain with the member of staff and should *not* be moved. Under *no* circumstances should the student requiring first aid be sent to reception as this may cause further injury.
- A *responsible* student should be sent to reception with a yellow Out of Lesson Pass to request a First Aider to go with the student to the classroom.
- Please indicate on pass class location.

ADMINISTERING FIRST AID

- First Aid will be administered in the classroom and a decision will be made as to the action to be taken.
- If the injury is not too serious the student will remain in class until he/she is collected by parent/guardian.
- If the injury is serious arrangements will be made to move the rest of the class to another room until the parents/ambulance crew arrive.

UNWELL STUDENTS

- If a student is unwell and you consider him/her too sick to remain in school he/she should not be sent to reception but remain supervised.
- A *responsible* student should be sent to reception with a yellow Out of Lesson Pass this time requesting a phone call to parent/guardian asking them to collect the child. The student will return to class with a note advising the member of staff of the outcome of the phone call.
- A note and a responsible student should accompany the unwell student to the next lesson if they have not been collected before the change over.

ADMINISTRATION OF MEDICINE

- It is the policy of the school not to administer analgesics.
- Students who require prescribed medication will have a personal care plan, with signed consent from the parent/guardian. The student will have a red medical pass but must also be issued with the yellow out of lesson pass. Prescribed medication will be issued to the student by a designated first aider and the time, date and dose will be logged.
- All students are allowed to have a bottle of drinking water on their desk. Water fountains are available around the school.

“I FEEL SICK”

- Students complaining of a “headache” or “feeling sick” should be placed in the coolest part of the classroom, by an open window if possible. They should take a drink of water and be allowed to remove their blazer/jumper so that he/she can cool down. Most students who complain of a “headache” or “feeling sick” are usually over heating, dehydrated or may not have eaten.
- Students who suffer with migraine would normally have had advice from a doctor as to the medication/course of action they should take. This should be recorded in student records.

TOILET

Students are not normally allowed to go to the toilet during lesson time unless they have a red Medical Pass. The student must show the pass to a member of staff and a yellow Out of Lesson Pass must be issued to the student.