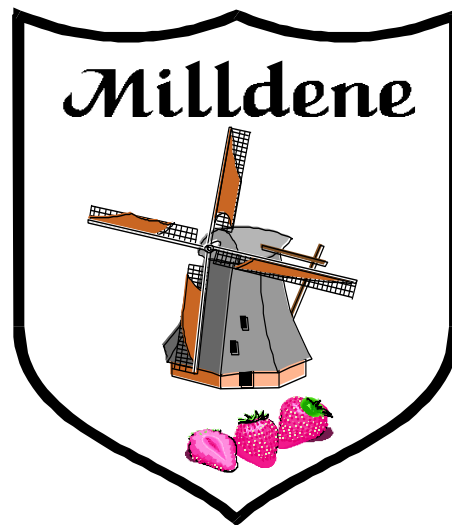


Milldene Primary School



INCIDENT MANAGEMENT PLAN

This policy was adopted by the Governing Board in October 2017. It was amended in June 2019 and reviewed September 2021 & July 2022. This document will be reviewed by the Governors annually but updated, if necessary, by the Head teacher.

INCIDENT MANAGEMENT PLAN

JULY 2022

Every member of staff has a copy of this plan. New staff receive a copy during their induction meeting.

Further practices to ensure school effectiveness in the event of a major incident include:

- ✓ The FGB review safety at board meetings.
- ✓ A formal *Health And Safety Audit* is conducted every spring term.
- ✓ Pastoral Care is effective in the school through good communication between children and staff, teachers and teaching assistants, and all staff and the Senior Leadership Team.
- ✓ The school has a Positive Behaviour and Relationships Policy which is an effective tool for the prevention of certain incidents.
- ✓ The school Educational Visit Co-ordinator is the Deputy Head teacher.
Education Visit Leader training and updates are delivered annually.
- ✓ This policy must be read in conjunction with the Educational Visits Policy, if appropriate.

The Incident Management Team (IMT)

Which staff members constitute the team will depend on available personnel at the time and place of the incident. However, the following roles need to be filled when assembling the team. Roles can and will be assigned to members of staff who are not part of the IMT.

Whenever possible the IMT will comprise the: Senior Leadership Team
 Admin team
 Site Manager

Role	Who?	Primary Tasks
Team Leader	Head teacher Deputy head teacher	Co-ordinate team, direct, delegate, liaise with Head of Planning and Access Communication - liaise with county media team
Site Security	Site Manager	Isolate danger, Control entry/exit, Ensure access by emergency services
Pupil Welfare	Member of SLT	Identify children in need of support, co-ordinate plans for all classes
Staff Welfare	Member of SLT	Staff briefing Staff support
Parent Welfare	Member of SLT	Keep parents informed, Inform of arrangements for reuniting parent with child
Record Keeper	SBM	Log School data
Support to Team Leaders	Chair of Governors	

Staff Training and Review

New staff will receive a copy during Induction.

The FGB will review the plan annually and the contact sheet will be reviewed termly.

Procedure in the event of an Emergency Evacuation of the Site

If it is necessary for all pupils and staff to be evacuated from the site, the school will meet at the fire assembly point.

Bells

Repeated interrupted ring using manual mode of bell system located in the school office.

If the Site Manager is off site, keys are always hung up in the school office in the key cupboard.

NB Turn off main electricity supply using the switch in the electricity cupboard, which is located in the corridor opposite the Female staff toilet.

PHASE 1

IMMEDIATE ACTIONS

Action 1 Ensure the safety of all children and adults - assess continuing risk

Actions 1 – 7 should be undertaken straight away; however the order in which these actions should be undertaken will be determined by the needs of the situation.

	Action taken (and by whom)
<input type="checkbox"/> Contact emergency services as appropriate.	
<input type="checkbox"/> If off site, establish arrangements for reuniting children, adults and staff with their families.	
<input type="checkbox"/> Determine that adults and staff involved in the incident are safe to drive or take public transport or whether they need collecting or transportation.	

Action 2 Implement the School's Incident Management Plan

	Action taken (and by whom)
<input type="checkbox"/> Person(s) with lead responsibility to be released from all duties.	
<input type="checkbox"/> Collect school's incident management plan and contact numbers.	
<input type="checkbox"/> Establish an independent telephone line (for example: a mobile or borrowing a phone line in a nearby building).	
<input type="checkbox"/> Inform associated schools that could be directly affected by an incident.	

Action 3

Obtain information about the incident

Obtain information about the exact nature of the incident	
<input type="checkbox"/> When and where incident occurred.	
<input type="checkbox"/> Names of children and adults involved in the incident including those who witnessed it.	
<input type="checkbox"/> Nature of any injuries/fatalities sustained.	
<input type="checkbox"/> Hospitals where injured have been taken.	
<input type="checkbox"/> Names of adults with injured children/adults.	
<input type="checkbox"/> Actions undertaken by emergency services, including arrangements for caring for children/adults who do not require hospital treatment.	
<input type="checkbox"/> Locations of the uninjured.	
<input type="checkbox"/> Remaining hazards at the scene.	

<input type="checkbox"/> Collect relevant pupil/staff lists and contact numbers as appropriate.	
<input type="checkbox"/> If telephone contact, note relevant number(s).	
<input type="checkbox"/> Control the escape of inappropriate / inaccurate information via mobile / public phones from within the group.	

Action 4 Contact key people

<input type="checkbox"/> Contact the Head of Planning & Access at ECC and agree whether the Schools Service needs to initiate the critical incident protocol and/or other actions as appropriate. The Head of Planning & Access will then coordinate the other ECC support services as required.	
Out-of-hours incidents <input type="checkbox"/> Alert the County Council's Emergency Planning Team and they will make the necessary contacts.	

Action 5**Mobilise the school's Incident Management Team**

<input type="checkbox"/> Brief the school's Incident Management Team.	
<input type="checkbox"/> Clarify tasks, make plans and assign roles.	
<input type="checkbox"/> Set up timetable of meetings to review management of incident. [The Head of Planning & Access may be present]	

Action 6**Contact families of pupils, adults and staff involved in the incident**

<input type="checkbox"/> Designate key member(s) of staff to make contacts.	
<input type="checkbox"/> Ensure that persons making contacts are fully briefed.	
<input type="checkbox"/> Use the record of contacts to avoid confusion and distress through duplication of contacts and to ensure that no one is missed out.	
<input type="checkbox"/> Establish and offer useful telephone numbers, either for support or for more information, such as emergency disaster number or hospital.	
<input type="checkbox"/> Check that families/parents are not left alone in distress; suggest that they make contact with other relative/neighbours.	
<input type="checkbox"/> Where appropriate, share the contact number of other families involved in incident where they have given permission for this.	
<input type="checkbox"/> Where appropriate, give advice to parents and families (in line with the County Council's media advice) on responding to contacts from the media.	
<input type="checkbox"/> Where appropriate, give information about arrangements for uniting or putting in contact children, adults and staff with their parents/families.	
<input type="checkbox"/> Where a parent or family cannot be contacted, consider asking the Police or another professional to visit the home.	

Action 7**Brief staff, governors, pupils, parents and other members of the school community**

<input type="checkbox"/> Contact and brief chair of governors; request that he/she inform all other governors.	
<input type="checkbox"/> Hold briefing meetings for all teaching and non-teaching staff; consider setting up a schedule to keep staff informed and updated	
<input type="checkbox"/> Issue a prepared statement for all parents. If a press statement is required, take advice from the County Council's Media Team	
<input type="checkbox"/> Inform all pupils in the most appropriate way.	
<input type="checkbox"/> Identify pupils, adults and staff who are absent. Make appropriate arrangements for them to be briefed.	

PHASE 2

MANAGED RESPONSE

Action 8 **Plan management of the incident (with Head of Planning & Access and other agencies as appropriate)**

<input type="checkbox"/> Meet with the Head of Planning & Access, the school's Incident Management Team and other professionals.	
<input type="checkbox"/> Review plans, clarify tasks, assign roles and make further plans accordingly.	
<input type="checkbox"/> Ensure that school and other agencies' actions are properly co-ordinated.	
<input type="checkbox"/> Establish timetable of meetings to review the management of the incident.	
<input type="checkbox"/> Clarify criteria for withdrawal of outside agencies at appropriate stage.	
<input type="checkbox"/> Access further advice from the Emergency services if required.	

Action 9 **Set up arrangements to deal with enquiries**

<input type="checkbox"/> At the earliest opportunity, and certainly before speaking to any representative of the media, contact the County Council's Head of Media.	
<input type="checkbox"/> Ensure that all media contacts are either directed to, or are dealt with in line with advice from, the County Council's Media Team.	
<input type="checkbox"/> Consider providing those answering the phone with a written statement as to what it is appropriate for them to say (see notes on Action 7)	
<input type="checkbox"/> Caution staff about talking to the media.	

<input type="checkbox"/> Organise additional staff to deal with phone enquiries and people coming to the school as necessary.	
<input type="checkbox"/> Designate separate areas for parents, media, staff and agencies managing the incident and others; avoid too many people in any one space.	
<input type="checkbox"/> Ensure that an entry is made in the incident log of all important contacts.	

Action 10 Make arrangements to support children and adults

<input type="checkbox"/> Identify those children, adults and staff who are most likely to be in need of support.	
<input type="checkbox"/> Arrange for school staff/support agencies to provide support. It is good practice to inform and/or seek consent from parents/carers where their child is to be involved with an outside agency.	
<input type="checkbox"/> Ensure that pupils, adults, staff and parent/carers are aware of the support arrangements that school is making and how these are accessed.	
<input type="checkbox"/> Consider setting aside and staffing an appropriate area for children who are becoming too distressed to continue with their lessons.	
<input type="checkbox"/> Consider setting aside and staffing a further area for people coming into school who are distressed.	
<input type="checkbox"/> In addition to the individuals directly affected, children and adults who are most likely to suffer distress as a consequence of an incident are those who:	
<ul style="list-style-type: none"> ➤ are uninjured, but were at greatest risk; ➤ directly witnessed death/injury/violence as part of the incident; ➤ are siblings; ➤ have any possible perceived culpability for what has happened however indirect or incorrect; 	

<ul style="list-style-type: none"> ➤ are experiencing instability at home; ➤ have learning difficulties; ➤ have pre-existing emotional and behavioural/mental health difficulties; ➤ are vulnerable due to cultural and/or language difficulties; or ➤ have previously suffered bereavement or loss. 	
<input type="checkbox"/> Maintain normal school routines wherever possible.	<i>If the school has to close, ensure all staff and parents are briefed on the arrangements for the collection of children. Supervise children being collected and make arrangements for those who are not able to be collected. Ensure that staff and parents are clear as to the arrangements for re-opening the school.</i>
<input type="checkbox"/> Consider holding staff meeting with support agencies to discuss appropriate management strategies for distressed children.	
<input type="checkbox"/> Plan how to manage distress that may be caused by ongoing police/legal proceedings and media attention.	
<input type="checkbox"/> Give children permission individually and collectively to discuss what has happened and their reactions.	<i>Deal sensitively with open expressions of distress. Allow children to discuss what has happened in lessons where they clearly wish to do this. Do not discourage them from talking.</i>
<input type="checkbox"/> Consider putting on a special class session to give pupils information about the grieving process and to enable them to talk through their experiences.	
<input type="checkbox"/> Plan appropriate support for staff to enable them to cope with children's questions and discussion.	
<input type="checkbox"/> Ensure that all staff including those co-ordinating the school's response do not neglect their own need for support.	
<input type="checkbox"/> Schedule staff co-ordinating the school's response to be 'off duty'.	
<input type="checkbox"/> Ensure staff are alert to physical and/or emotional change or any other signals of distress among staff as well as children.	
<input type="checkbox"/> Refer staff, adults and, with parental consent, children to outside agencies for support.	

Action 11**Make arrangements for personal effects, registers and area of the school affected**

<input type="checkbox"/> In discussion with parents/families, decide on what to do with the personal effects of the individuals who are critically ill or have died.	
<input type="checkbox"/> Consider discussing with relevant class members what would be appropriate for work (including work as part of any displays), such as desks, books, or lockers belonging to individuals who have died or are critically ill.	
<input type="checkbox"/> Make arrangements to adjust class registers, rotas and any other pupil listings accordingly.	
<input type="checkbox"/> Make appropriate arrangements for the part of a school where the incident occurred.	

PHASE 3

RETURN TO NORMALITY

Action 12 **Make arrangements for expressions of sympathy and/or acknowledgement of what has happened.**

Action 13 **Plan for the return to school of those involved in the incident**

<input type="checkbox"/> Home visit by an appropriate member of staff to discuss arrangements for return (such as visits or part-time attendance).	
<input type="checkbox"/> Planned support for emotional needs	
<input type="checkbox"/> Support for possible physical needs	
<input type="checkbox"/> Rota of home visits from school friends.	
<input type="checkbox"/> Where appropriate, organise work to be sent home prior to return.	
<input type="checkbox"/> Brief staff and children on how best to support individuals returning to school.	
<input type="checkbox"/> Arrangements to differentiate work; manage missed coursework; special arrangements for exams; also adjust workloads for members of staff returning to school and so on.	

Action 14 **Plan memorials and commemorations**

Contacts

All named staff will keep a copy of this plan offsite

Mrs. Susan Locke

Miss Nicole Almond

Ms. Sarah Barnes

Miss Laura Eglinton

Mr. Andrew Bragg

Mrs Claire Fairbrother

Appendix 1

Emergency Contacts at Essex County Council

School Children and Families (SCF) Communications Team

Office hours 09.00 – 17.00 Office 0333 013 9880

Out of hours: 07717867525

Children's Social Care Emergency Duty Service

- for serious situations affecting vulnerable children and adults outside of normal office hours.

Office 0845 606 1212

- for major incidents affecting the school that take place outside of normal office hours

Health and Safety

Office 01245 436896

Other Useful Numbers

ECC Emergency Planning

Emergency Planning Officer Office 01245 430378

County Media

Senior Press Officer Office 0333 013 2800

ECC Risk Management Consultancy Service - Health & Safety

Health & Safety Support Line Office 01245 436896

Human Resources

HR (Schools) Service Advice & Support Office 01245 436120

Educational Visits

County Educational Visits Adviser Office 01245 430925

County Insurance Service

Principal Risk and Insurance Manager Office 01245 431482

Appendix 2 – Critical Incident Reporting Flowchart

