



FREDERICK BREMER SCHOOL

CRITICAL INCIDENT POLICY

2016-2017



*Respect, Responsibility,
Integrity*

Person responsible	Neil Larkin
Review Frequency	Annually reviewed
Policy First Issued	2016
Last Reviewed	9 November 2016
Agreed by LT on	
Does this policy need to be ratified by Governors?	Yes
If yes, which committee	Full Governing Body
Ratified by Governors on	
This policy is communicated by the following means	Staff shared area and Website



Critical Incident Management Plan

This plan has been prepared and agreed by the staff and governors of Frederick Bremer School to assist in dealing with critical incidents both on and off the site that affects any individual and the school community.

Aims

The aims of the school's plan are:

- To provide support for all children and staff affected by the incident
- To maintain where possible the normal running of any parts of the school not affected
- To return the whole school to normality as soon as is reasonably possible
- To establish effective communications with all stakeholders especially parents/carers

Definition

- 1 A critical incident is one which arises suddenly. Critical incidents may occur in school or out of school, but both types will have a major impact on staff and children. An incident becomes a critical incident when it constitutes a serious disruption arising with little or no warning on a scale beyond the coping capacity of the school operating under normal conditions, and requiring the assistance of the Emergency Services.
- 2 Examples of incidents impacting on schools could include:
 - death or serious injury as a result of violence, accident, self-harm and/or sudden/traumatic illness
 - major fire or explosion / building collapse
 - riot and/or civil disorder
 - natural and/or man-made disaster
 - terrorism
 - missing person(s)/abductions
 - an illness such as meningitis within the school or the local community
 - a serious accident at school or in the immediate vicinity
 - assault on staff or students by parents or members of the public
- 3 Incidents can occur:
 - on the school site during school hours
 - on school transport
 - whilst the students are taking part in activities away from the school site
 - on school premises as part of after school activities
 - within the local community involving students from the school
4. An incident is deemed critical when it:
 - constitutes a serious disruption;
 - is on a scale beyond the coping capacity of the school and requires assistance from Emergency Services or other external agencies.



Notification of an incident

You may hear about the incident from a number of sources:

- A staff member
- A pupil
- A contract worker on site
- The police
- Parents
- The media
- Bouygues
- Local authority

Whoever receives the notification/alert should ask for as much information as possible:

- The name of the caller
- What has happened?
- Have the emergency services been informed and are they responding?
- Exact location [and any access problems if not on site]
- Any casualties
- What actions if any have been taken so far?
- The name and contact at the scene [if not on the site]
- What assistance is required?

An Aide Memoire [APPENDIX 1] and is kept by the reception telephone

A log sheet is also included [APPENDIX 2] for use by the staff to record information and actions. The Headteacher, or Deputy Headteacher will decide on the level of response needed:

Can the school cope alone?

If not, in the first instance contact the required emergency services, Police, Fire or Ambulance. In the second instance the London Borough of Waltham Forest will be contacted bearing in mind the capabilities of other organisations.

Contact list and call out arrangements

A school contact list of phone numbers is attached to this plan [APPENDIX 3]. These are available only to staff authorised to have access as part of the plan in order to preserve confidentiality.

Critical Incident Management Team [CIMT]

The CIMT will comprise:	Deputy CIMT
Headteacher – Jenny Smith	Deputy Head Teacher – Jo Kaltak
Chair of Governors – Michelle Hegarty	Health & Safety Governor – Steve Armstrong
Health & Safety Deputy Headteacher – Neil Larkin	Assistant Head Teacher – Stephanie Shaldas
Operations Team Leader – Elaine Seymour	Operations Team – Shermaine Lewis
Bouygues Site Manager – Ash Quraishi	Bouygues Snr Site Officer – Pedro Pires



Base for the Critical Incident Management Team

The base for the CIMT will be in the first instance the Meeting Room if it is still possible to use this. An alternative on-site meeting place can be arranged using the radio system.

If it is not possible to use anywhere on site as a base then contact should be made with the LBWF who can arrange temporary accommodation where necessary.

Information for all teaching and support staff

Be ready to respond to any potential hazard in and around the school

Contact the school office/Headteacher in the event of any emergency giving information about:

- Nature of the incident
- Type of help required
- Emergency service(s) required
- Exact location of the incident
- Number of casualties and nature of injuries

If necessary, evacuate the building, according to procedures set out in the Fire Procedures Document.

- Maintain a calm atmosphere
- Respond to any instructions given by members of the Critical Incident Management Team
- Do not speak directly to the media but refer all enquiries to the Head teacher or other person designated as being responsible for contact with the media



Basic information about the school

Name:	Frederick Bremer School		
Address:	Siddeley Road Walthamstow London E17 4EY		
Telephone:	0208 498 3340		
Age Range:	11-16	Number on Roll:	873 (as at 3 rd November 2016)

Headteacher	Ms Jenny Smith
Chair of Governors	Ms Michelle Hegarty
Governor responsible for H & S	Mr Steve Armstrong

Person in charge of the Critical Incident Management Team

Name : Mr Neil Larkin

Responsibilities

- To take charge of events.
- To draw up an action plan for the specific incident.
- Where appropriate, to liaise with LBWF.
- To delegate responsibilities and give task sheets to the chosen person(s).
- To provide a flexible response, based on the Critical Incident Management Plan.
- To appoint a secretary who will keep a comprehensive incident log and support the person in charge.
- To consult with the Police and the person responsible for liaison with the media about the release of information to students, staff, parents, general enquiries and the media.
- To establish a crisis team meeting place, close to the incident control point.



Person to contact at London Borough Waltham Forest:

Name: Elaine Seymour

LA Emergency contact: 0208 498 3000

Ask the operator to speak to the Response Team

Give the following information:

1. Your name	
2. Your telephone number (mobile and/or school)	
3. The school's name:	FREDERICK BREMER SCHOOL
4. Address:	SIDDELEY ROAD WALTHAMSTOW E17 4EY
Telephone:	0208 498 3340
5. Details of the incident	
6. Nature of assistance required - dealing with the media; transport; catering; communications; admin support	



Person to contact emergency services

Name : **Whoever is made aware of the incident and should also notify Bouygues on 3457 option 2 (internal), 0208 4983365 option 2 (external), via radio on channel 1 OR call Ash Quraishi 07827850385**

In the event of a fire the nearest fire alarm should be sounded in order to evacuate the building. This will automatically alert the fire brigade.

Responsibilities

- Contact as appropriate:
 - Police 999
 - Fire
 - Ambulance
- Be prepared to give the following information:
 - Emergency Service(s) required.
 - Exact location of the incident.
 - Number of casualties.
 - Nature of injuries.
 - Location and telephone number where call is being made from.
 - Hazards which may be encountered by the Emergency Services at the site.

To respond to the directions from the person in charge of the Critical Incident Management Team or other personnel in control, i.e. Police, Fire or other Emergency Services.

Secretary to the person in charge of the CIMT

Name : Charlene Hill

Deputy: Harriet Fawcett

Responsibilities

- To support the person in charge.
- To keep a comprehensive incident log, as dictated by the person in charge.

People responsible for immediate actions to safeguard students and staff

Name: Neil Larkin – Deputy Headteacher

Responsibilities

- To evacuate the building in accordance with the School Fire Procedures
- If necessary, to use an alternative assembly point
 - Wadham Lodge Playing Field
 - Classes will be dismissed individually and given instructions regarding which of the above location to go to



- To liaise with the Critical Incident Management Team Leader and Emergency Fire Services, once the names of those present have been checked against attendance list.
- The responsibility for rescue rests with the Fire Service.
- To liaise with staff to ensure that immediate reassurance and support is given for anyone who is distressed.
- To ensure that parents do not take students away, unless directed to do so.
- To respond to directions from the person in charge of the Critical Incident Management Team or other personnel in control, e.g. Police

Person responsible for checking channels of communication

Name : Operations Team Leader – Elaine Seymour

Responsibilities

- Check that all available communications and office equipment are working (phones, copiers)
- Be ready to give the information to LA
- To respond to directions from the person in charge of the Critical Incident Management Team or other personnel in control

Person to open appropriate buildings

Name : Bouygues

Responsibilities

- Open the appropriate parts of the school
- Ensure gates are opened to allow access for the Emergency Services
- To respond to directions from the person in charge of the Critical Incident Management Team or other personnel in control



Person responsible for liaison with the media

Name : Karel Lockhart in conjunction with the Headteacher

Responsibilities

- Early establishment of central media point.
- To liaise with and cooperate with the media and to answer their queries, as appropriate.
- To provide press statements (see separate sheet with headings).
- To liaise with emergency services including the Police Press Officer and County Council over the setting up of a Media Centre.
- To show concern and not panic.
- To provide basic information about the school - refer to separate sheets in file.
- To liaise between the press and those affected about press interviews - seeking permission from parents/guardians of any students involved in interviews.
- Asking the interviewer the questions to be asked in advance of the interview.
- To respond to directions from the person in charge of the Critical Incident Management Team or other personnel in control, e.g. Police

Advice for official spokesperson(s)

- DO NOT speculate – your interpretation or understanding can and probably will be exaggerated or quoted as hard fact.
- DO NOT give any fact unless you are certain it is correct.
- DO NOT say “NO COMMENT” – it can be taken as a negative answer which could be inaccurate and lead to difficulties later.
- DO NOT be afraid to say “I DO NOT KNOW”.
- DO have the confidence in yourself and your command of the situation to take a positive attitude towards the media.
- DO inform the Press Officers of any development which may assist them and of any journalist you suspect of acting inappropriately

NB: Pupils should not talk to the media unless arranged by staff/parents and then only with written permission from parents/guardians

Major incident occurring on the school site

Guidance action sheet for headteacher/member of the senior management team

1. Ascertain details of incident.



- A log of decisions made and actions taken should be kept.
 - In the event of a major incident occurring on the school site the actions below should be considered and implemented as appropriate.
2. Alert relevant emergency services (Police, Fire, Ambulance) via 999 system.
 3. Consider evacuation of school (via fire alarm or word of mouth).
 4. Form emergency team.
 5. Allocate staff to:
 - account for all pupils/staff/visitors on school site – this will be carried out based on fire alarm drill
 - first aid will be administered by the first aid team for those requiring first aid
 - ascertain if there are any witnesses
 - inform Education Department 0208 496 3916
 - inform staff/pupils of incident. If incident occurs out of school hours consider briefing staff/pupils at the earliest opportunity.
 6. Inform parents/relatives as appropriate. If there are casualties then visits to parents/relatives should be arranged in conjunction with the Police.
 7. Inform Chair of Governors and arrange for other Governors to be informed.
 8. Consider closing the school.
 9. Consider relocation to other premises. If relocation is required this should be arranged in consultation with the Senior Area Education Officer
 10. Notify HSE and Education Department Health and Safety Officer if incident involves a reportable accident or specified dangerous occurrence. Complete accident forms as necessary.
 11. Arrange for the staffing of switchboard/telephone. Ensure that staff are fully briefed on facts and are aware of what information can be released.
 12. Prepare to deal with the media – this should be done in consultation with the Police and The Headteacher



Major incident occurring on an out of school activity

Guidance action sheet for group leaders

1. Ascertain details of incident.
 - A log of decisions made and actions taken should be kept.
 - In the event of a major incident occurring on an out of school activity the actions below should be considered and implemented as appropriate.
2. Alert relevant emergency services (Police, Fire, Ambulance, Coastguard) via 999 system.
3. Call for assistance if available (staff, passers-by).
4. Administer first aid where possible.
5. Account for all members of the party and ensure that all persons uninjured stay together.
6. Allocate staff member(s) to travel to hospital(s) with casualties.
7. Ascertain if there are any witnesses.
8. Allocate staff member(s) to stay at incident site to liaise with the emergency services.
9. Arrange for all non-casualties to return to base (accompanied by a member of staff) and that all members of the group are informed of the incident as soon as possible.
10. Inform Headteacher/member of senior management team (at school) as soon as possible.

Give as much of the following information as possible.

 - date, time, location and nature of incident;
 - names of those involved;
 - details of any injuries;
 - actions taken;
 - contact point to be used.
11. Consider requesting additional assistance. Keep Headteacher/member of senior management team regularly updated.
12. Consider whether activity should be abandoned. If so, arrange for non-casualties to return to school. Liaise with Headteacher/senior management team over transport arrangements.



13. Do not discuss legal liability.
14. Prepare to deal with the media – this should be done in consultation with the police

Major incident occurring on an out of school activity

Guidance action sheet for headteacher/member of senior management team

A log of decisions made and actions taken should be kept.

In the event of a major incident occurring an out of school activity the actions below should be considered and implemented as appropriate.

1. Ascertain the following:
 - date, time, location and nature of incident;
 - names of those involved;
 - actions taken;
 - who is in charge at the scene;
 - if additional assistance is needed at the site.
2. Inform:
 - Senior Education Officer – 0208 496 3916
 - other staff – if out of school hours, ensure that the caretaker/premises officer is included in the list of staff to be contacted;
 - Chair of Governors and arrange for other Governors to be informed.
3. Inform Emergency Planning Officer who can arrange other support as appropriate – 0208 496 6949;
 - transport
 - insurers
 - religious support
 - translators
 - Social Services support
 - Public Relations support
 - premises.
4. Form emergency team.
5. Ensure that staff are fully briefed on facts and are aware of what information can be released.
6. Arrange for parents of uninjured to come to the school to meet the children on their return



7. Arrange for parents/relatives of injured to be informed – this to be done in conjunction with the Police.
8. Notify HSE and Education Department Health and Safety Officer if incident involves a reportable accident or specified dangerous occurrence. Complete accident forms as necessary.
9. Prepare to deal with the media – this should be done in consultation with the Police and Headteacher

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Appendix 1 – Aide Memoire

Copy to be kept by the telephones in reception, Head and Deputy Headteachers offices.

Questions to ask:

Name of caller	
Contact number of caller	
Brief Description of what has happened	
Exact location of the incident	
Information on any casualties	
What assistance is needed ?	
Have the emergency services been called ?	
Are the emergency services attending?	
What actions have been taken so far?	



Appendix 2 – Incident log

Incident			
Location			
Date	Time	Event/Action Taken	Signature



Appendix 3 – Key Holders

Name	Telephone Number
Ash Quraishi	07827 850 385
Pedro Pires	07949 180 940
Phillip Ketedzi	07932 670 244
Out of Hours Emergency	07827 850 381

Appendix 4 – Contact details

Name	Telephone Number
Jenny Smith	07850 564 848
Emma Hillman	07813 659 990
Jo Kaltak	07900 952 927
Neil Larkin	07875 489 502
Elaine Seymour	07809 206 846



Appendix 5 – Policy for Bereavement and Loss

Rationale

The governing body believes that bereavement and loss are an inevitable part of learning and growing. No matter how prepared we think we are, death is often traumatic and unexpected. Its unpredictability can severely unbalance a school whose normal working environment is one based on routine.

Policy

The governors feel strongly about the way death is handled and discussed in school and as such believe that the school should endeavour to provide:

- an environment that is sensitive and compassionate to the needs of those wishing to grieve, whatever their cultural or religious beliefs.
- a commitment to an education about death and the associated rituals and traditions of mourning.
- opportunities for discussion that help lessen the stigma attached to death, reducing its status as a taboo subject.

Guidelines

- 1 The school will respond in a planned and agreed manner, so that all staff know what is expected and can contribute their part in a way that is consistent with the ethos of the school.
- 2 The Head Teacher will co-ordinate the school's response and be vital in creating an appropriate atmosphere. He will be the first point of contact and will liaise with all parties concerned and affected. He will allocate a specific person (usually the young person's Head of Year) to support the bereaved. This person would, in the later stages of bereavement, offer support and check on the progress of any students involved.
- 3 In addition, a small group of staff will be identified to keep in touch with the family so contact from the family's point of view is manageable but also does not come to an abrupt end after all the initial attention. This group would probably consist of the student's Head of Year or their representative, the student's form tutor, and or a member of staff particularly close to the student.
- 4 The Head Teacher or his representative will inform all staff.
- 5 Students and parents or carers will be informed at the same time and as promptly as circumstances will allow. Students in school will be informed face to face, parents or carers by letter on the same day. Absentees from school will be noted to ensure that they are also informed on their return by their form tutor. Staff who are absent will be informed by their line manager.



6 In living in a multi-ethnic and multi-faith society it is necessary to be aware of the differing cultural and religious traditions of grieving and mourning. The school should ensure that they do not deny young people the opportunity to grieve and mourn within the traditions of their own culture and religious beliefs.

7 The Head Teacher will liaise with the media and possibly the police.

8 **Managing the First Day**

- Upon hearing news of a death, members of staff should contact the Head Teacher. If a parent, relative or close friend of a student has died, the Head Teacher will decide (after speaking to the student's next-of-kin) who should approach the students.
- A parent or relative coming into school to break the news, possibly with support from a member of staff, would normally be the best and usual approach. If no parents, relatives or carers are able to attend, the Head Teacher will need to decide who is best suited/qualified to deal with the situation.
- The Head Teacher, supported by the Senior Leadership Team and the student's Head of Year, should gather all details surrounding any death. It is vital to have all the facts. If the death/s have been particularly traumatic the media may be involved. It is essential that correct information is disseminated to all staff.

9 **Multiple Deaths, Death in School**

- In the event of multiple deaths, additional support and resources will probably be required. The senior leadership team should meet to agree a planned course of action.
- It is likely that there will be considerable (if unwanted) media interest. The Head Teacher will decide what information should be released. Clearly information that might upset, confuse or exacerbate the situation should be withheld.
- It is important that one individual, pre-selected and briefed by the team, acts as spokesperson, relaying consistent information. Another consideration might be the setting up and running of an emergency school hotline.
- It may be necessary to retrieve the personal belongings of the deceased for their return to the next-of-kin. Information on the school's database, including references and addresses will probably need to be amended and updated. This also applies to notice boards etc. The school may decide to write to parents to allow them to explain to their children the meaning and implications of an event.



10 Funerals, Memorial Services/Student Participation

Before the bereaved student or member of staff returns to school there is likely to be a funeral. It is probable that students and staff will express a wish to attend, or take part in the service, but they should only do so with the agreement of the deceased's family or relatives' prior agreement, as well as the agreement of their own parents/carers. The Head Teacher, or his/her representatives, should be the only person representing the school and in contact with the family/relatives, will need to discuss funeral arrangements.

- If the bereaved family wish students and staff to attend, the team should be available to offer support before and after the service. If they do not wish the school to attend, their wishes should be respected and the school should consider arranging an alternative.
- Planning a memorial service, reading lessons, poems, or choosing hymns may all assist in the grieving process.
- The form most affected might like to write down their thoughts and feelings; these may be given to the bereaved family. It should be the role of the Head of Year to ensure that no inappropriate remarks or comments are made. After either service, staff and students should be encouraged to meet and express their thoughts and feelings. Refreshments would normally be provided. Such services are important in initiating the mourning process.
- The Memorial Garden may serve as a venue for gatherings and quiet moments of reflection.

11 Death of a Member of Staff

- When such an event occurs it is usually extremely traumatic, especially for members of staff forced to deal with their own grief as well as comforting students. Planning how a school manages such an event is important. To avoid rumours it is advisable that the news is broken as soon as possible. A gathering together of staff to allow them to grieve in private before announcing the news to the rest of the school is something that should be considered.
- Generally such news is broken in assembly, in a space where everyone maybe told simultaneously. Later in class students should be allowed the opportunity to express their grief individually with the support of the form tutor. Some students may have already experienced death and their way of coping with such events is sometimes observed in emotional outbursts. Some may express feelings of anger, panic or relief. It is important to try to remember that this is a time when everyone is hurting.



- For a community as close knit as a school, a memorial service in keeping with the ethos and ethnic beliefs of the school is normally a good idea. The coming together of the whole school collectively for one purpose helps each individual come to terms with his/her own grief in a shared experience – ie helping to initiate the grieving process. Such services also offer the opportunity for those who may have been unable to attend the funeral to express themselves through drama, poems and letters.
- It is at times like these when members of the staff often feel insecure of their own abilities, finding it difficult to cope. Without encroaching on their privacy staff might keep an eye on those teachers particularly affected by the death of a close colleague.

12 **Death of a Student**

- The death of a fellow student is probably the most demanding situation a young person might be forced to face whilst in school. Comprehending and coming to terms with such an event is going to be equally difficult and will require great emotional support from the school staff.
- If faced with a sudden death the Head Teacher should contact the deceased parents/carers/next of kin as soon as possible thus enabling compliance with any of their wishes. The immediate class friends and siblings of the deceased should be gathered and the news, if not already known, be broken before an announcement is made to the rest of the school, thus allowing private grief. To avoid rumours an announcement should be made to the whole of the school as soon as practically possible. Additional support from fellow teaching colleagues may well be required as well as the assistance of the school's bereavement counsellors.
- In event of a young person becoming terminally ill their wishes and those of their parents or carers should always be respected. Should the young person wish to attend school year staff may need to inform students of the young person's condition. Occasionally the student may wish to talk to their fellow classmates about their predicament themselves. Honesty about death and dying we feel is the best line of approach.

13 **Supporting the Family**

- Parents and carers often feel that teachers are experts on their children. They may invariably therefore turn to the school for advice and information, especially on matters of bereavement. It is important to remember that the family, friends and the immediate community often best support those suffering from bereavement, as is the case with other stressful life events.



The following are some points that may be helpful to bear in mind when talking to parents and carers:

- A death in the family will disrupt the family for many months; in fact the family will never be the same again. Family members are grieving, relationships alter, and members may take on new roles. Sometimes there is a change of carer, house or school, all of which add to the disruption and distress experienced by the young person. To support the young person it is helpful to minimise, if possible, changes and disruptions in their normal daily routine and life in school.
- The bereaved family members may emotionally and physically withdraw from the young person, to protect themselves from more distress. Some adults will deny the bereaved person is grieving, as it will be distressing for them to acknowledge the young person's pain. This may cause distress and confusion, causing grief reactions of anger, withdrawal or psychosomatic behaviours such as, headaches, stomach ache or sickness.
- The bereaved young person may regress in behaviour, becoming clingy, difficult or withdrawn. His/her schoolwork may suffer. These changes will be partly due to grief but also to the disruption and changes within the family, causing the young person to feel confused and unsafe. Even the simple withdrawal of attention from the young person can lead to problems; the young person may feel resentment, jealous or guilt towards the dead person. The expression of this verbally can cause the remaining family members distress and shock. Parents and carers need to know this is normal and will decrease as the young person and the family become more stable and settled.
- Parents and carers need to be informed of the benefits that a young person gains in being involved in the ceremonies and rituals that follow the death. An explanation as to how mourning practices help young people to express their feelings and come to terms with and accept the reality of their loss can be very beneficial.
- Finally, teachers need to remember that parents and carers will often use them as role models, counsellors or extended family; looking to them for support for themselves as well as finding appropriate ways of supporting and talking with their children. Teachers therefore may require their own support structures, so they too can turn to others for emotional support, advice and information if needed. Supporting bereaved families, whilst rewarding, can also be emotionally draining.



14 Self care for those working with the bereaved

It's easy to overlook the stressed and anxieties placed on those dealing with the bereaved. In many instances these can be quite exacting and yet because our sympathy and attention naturally rests with those grieving we can easily forget the emotional weight resting on the shoulders of those offering support. To assist, the following points we think are worth bearing in mind:

- Anticipate possible reactions you may experience with grief and loss. Each one of us is likely to react differently depending on our age, personality, cultural and religious background. If you are ever unsure about how you should react to others' grief, honesty is always the best line of approach.
- Try to accept that you may experience emotional reactions yourself. Such an event might trigger thoughts of your own past grief experiences. You may even find yourself doubting your own abilities. It is not unusual to experience existential thoughts and find yourself querying life's injustices, questioning perhaps your own beliefs.
- Panic attacks and worries about death – your own, or perhaps that of your family – may also become a preoccupation.
- Try to accept that giving such support can affect you in perhaps ways you had not considered. Normally these reactions will subside after a few days or weeks but if they persist do not be afraid to ask for professional support.
- Never take on too much. If you find that you are having difficulty in managing to cope, look to others to offer support – a partner, friend, or colleague.
- It is important to remember that you alone cannot carry other peoples' grief

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