

## **Education Services**

Critical Incidents Emergency Procedures

Guidance for Schools and other Educational Establishments

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## INTRODUCTION

This booklet is intended to assist in preparing for and dealing with a Critical Incident. Throughout the document consideration is given to the distress caused by such events and the needs of staff, young people and parents/cares.

### GENERAL GUIDANCE

A Critical Incident can be shocking and disorientating which is why prepared procedures are essential.

A contingency plan will need to be flexible enough to address the possibility of the incident occurring at any time.

A larger establishment may wish to set up a Critical Incident Management Team (CIMT). The CIMT could be made up of representatives of the establishment's Senior Management Team, Governors and other appropriate adults. Consideration should be given to the competence, reliability and availability of prospective members.

### DEFINITION

For the purpose of this document a Critical Incident is defined as ***“Disruption of the establishment’s normal function which requires significant external support”***.

Critical incidents by their very nature will require different responses therefore these guidelines do not lay down any hard or fast rules nor do they attempt to cover every possible incident.

Consideration of potential hazards needs to be wide-ranging and the corresponding emergency management arrangements must be flexible and resilient.

Emergency incidents can either be an on site or off site emergency. Although the principles of response are very similar, the decision whether to evacuate the building will be dependant on the nature of the emergency and advice from the emergency services. Initially an on the spot risk assessment by the Head teacher will assist with this decision. For example an off site emergency such as a chemical spillage would require all to remain indoors, whereby, a fire would cause the need for an evacuation outdoors (as per fire procedures) The Head teacher must make the decision in conjunction with the Critical Incident Management Team on the best way to deal with the incident.

There are two types of emergencies

- i) A Slow onset emergency – which is *with* prior warning
- ii) A Sudden impact emergencies – Which is *without* prior warning

During a slow onset emergency, which would, either directly have an effect on the establishment or on the particular community, the critical incidents team would be able to provide advice and guidance on the best way to deal with the issue.

For example if a certain amount of flood warnings are received and forecasters predict severe flooding, the Head teacher in conjunction with the Critical Incidents Team can make decisions based on the information received.

This enables a lead-time before the actual emergency occurs.

On the other hand a sudden impact emergency is an emergency, which occurs without any prior warning. For example a fire in the building, or a chemical spillage out side near the grounds.

Listed below are some of the recent “Critical Incidents” experienced nationally, however this list is by no means exhaustive:

**Incidents (Buildings)**

- petrol leaks
- a bomb threat
- severe storm damage
- fire/arson
- floods

**Incidents (People)**

- murder
- fatal accident
- serious injury/disease outbreak
- suicide
- abduction

Educational establishments need to ensure that clear procedures are in place to respond to such incidents.

**Site Specific Information & Essential Services**

Please refer to page 7 & 8 and complete the information, which is specific to your establishment. This should then be printed and displayed in a prominent position by the Head teacher. It is your responsibility to keep this information up to date and correct.

**What to do in an emergency**

Please refer to page 8 & 9, and print this out and display in a prominent position by the Head teacher. This flow chart will assist the Head teacher at the early stages of an emergency incident (at a glance). This is not to replace the Critical Incidents Plan (See page 7).

All staff should be aware of the set procedures, which should be reviewed annually.

Establishments should have an updated list of emergency contacts for all young persons and staff and effective procedures for knowing who is on site.

When practising the establishments "Fire Drill" (at least once a term) it would be appropriate to ensure that staff and young people are aware of their roles/responsibilities within "actions" response.

As soon as a "Critical Incident" is identified follow "**A: INITIAL ACTION**" plan see page 7.

When this Initial Action is completed, begin to consider how quickly you are able to action those steps detailed in "**B: FOLLOW ON ACTION**".

<b>CRITICAL INCIDENT CONTACT NOS.</b>	
<b>EMERGENCY SERVICES</b>	<b>=999 <u>OR</u> 112</b>
<b>Galw Gofal / Care Connect (Office Hours)</b>	<b>0300 123 6688</b>
<b>(Out of hours)</b>	<b>0300 123 3079</b>

**SECTION ONE**

**ACTION PLAN A**

**INITIAL ACTION**

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## (PLAN A)

### CRITICAL INCIDENT: INITIAL ACTION

WHO?	ACTION?	INFORMATION?	LOG OF ACTION IMPLEMENTED
<p><b>STAGE 1</b></p> <p>Notify Head teacher</p>	<ul style="list-style-type: none"> <li>➤ Assemble Establishment Critical Incident Management Team (CIMT)</li> <li>➤ Isolate area (if appropriate)</li> <li>➤ Action each Team Member's Role</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assess Situation</li> <li>➤ Gather information</li> </ul>	<p>Time:.....</p> <p>Action:.....</p> <p>Initials:.....</p>
<p><b>STAGE 2</b></p> <p>Contact Emergency Services <b>999</b> (If appropriate)</p>	<ul style="list-style-type: none"> <li>➤ Provide Information in response to the Operators' Questions</li> <li>➤ Identify phone for outgoing calls only</li> <li>➤ Identify phone for incoming calls only</li> </ul>	<p><b>BASIC INFORMATION</b></p> <ul style="list-style-type: none"> <li>➤ Name/Address/Contact no. for incident management (Can you be contacted on this line?)</li> <li>➤ Nature of incident (<i>Fire/Flood/Injury</i>)</li> <li>➤ Where on site: contained/isolated</li> <li>➤ Number of staff/pupils involved?</li> <li>➤ Is the situation ongoing?</li> <li>➤ Intruder(s) still on premises? (if applicable)</li> <li>➤ Description of Intruder(s) (if applicable)</li> <li>➤ Nature of weapon/vehicle involved? (if applicable)</li> </ul>	<p>Time:.....</p> <p>Action:.....</p> <p>Initials:.....</p>
<p><b>STAGE 3</b></p> <p>Contact Galw Gofal / Care Connect 0300 123 6688 (during office hours) 0300 123 3079 (out of hours)</p>	<ul style="list-style-type: none"> <li>➤ Provide information as that provided for Emergency Services</li> </ul>	<ul style="list-style-type: none"> <li>➤ As above <i>BASIC INFORMATION</i></li> <li>➤ Confirm contact with Emergency Services</li> </ul>	<p>Time:.....</p> <p>Action:.....</p> <p>Initials:.....</p>
<p><b>STAGE 4</b></p> <p>Head teacher</p>	<ul style="list-style-type: none"> <li>➤ Evacuate Building (if appropriate)</li> <li>➤ Headcount – At main assembly point (name check if appropriate)</li> <li>➤ Isolate building/site</li> <li>➤ Prevent any person entering or leaving (if school home time a member of staff to explain situation to parents/cares and that Emergency Services are on their way.</li> </ul>	<p>Timescale "10 minutes"</p>	<p>Time:.....</p> <p>Action:.....</p> <p>Initials:.....</p>
<p><b>STAGE 5</b></p> <ul style="list-style-type: none"> <li>➤ Liaise with Emergency Services Co-ordinating Officer and Education Services Named Officer when they arrive on site.</li> <li>➤ Do not allow any member of staff or any other unauthorised person on to the incident site until clearance has been given by the Emergency Services and the Authority's Safety Officer.</li> </ul>			<p>Time:.....</p> <p>Action:.....</p> <p>Initials:.....</p>

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## **CRITICAL INCIDENT: SITE SPECIFIC INFORMATION**

Name of School/ Premises	
Telephone Number	
Head teacher/ Person in Charge  Name  Contact Number	
Deputy (if above unavailable)  Name  Contact Number	
Key Holder(s)	

## **CRITICAL INCIDENT: ESSENTIAL SERVICES INFORMATION:**

Gas Emergency Number Location of gas Shut Off Valve	
Water Emergency Number Location of Main Water Valve	
Electrical Emergency Number Location of Main Electricity Switch	

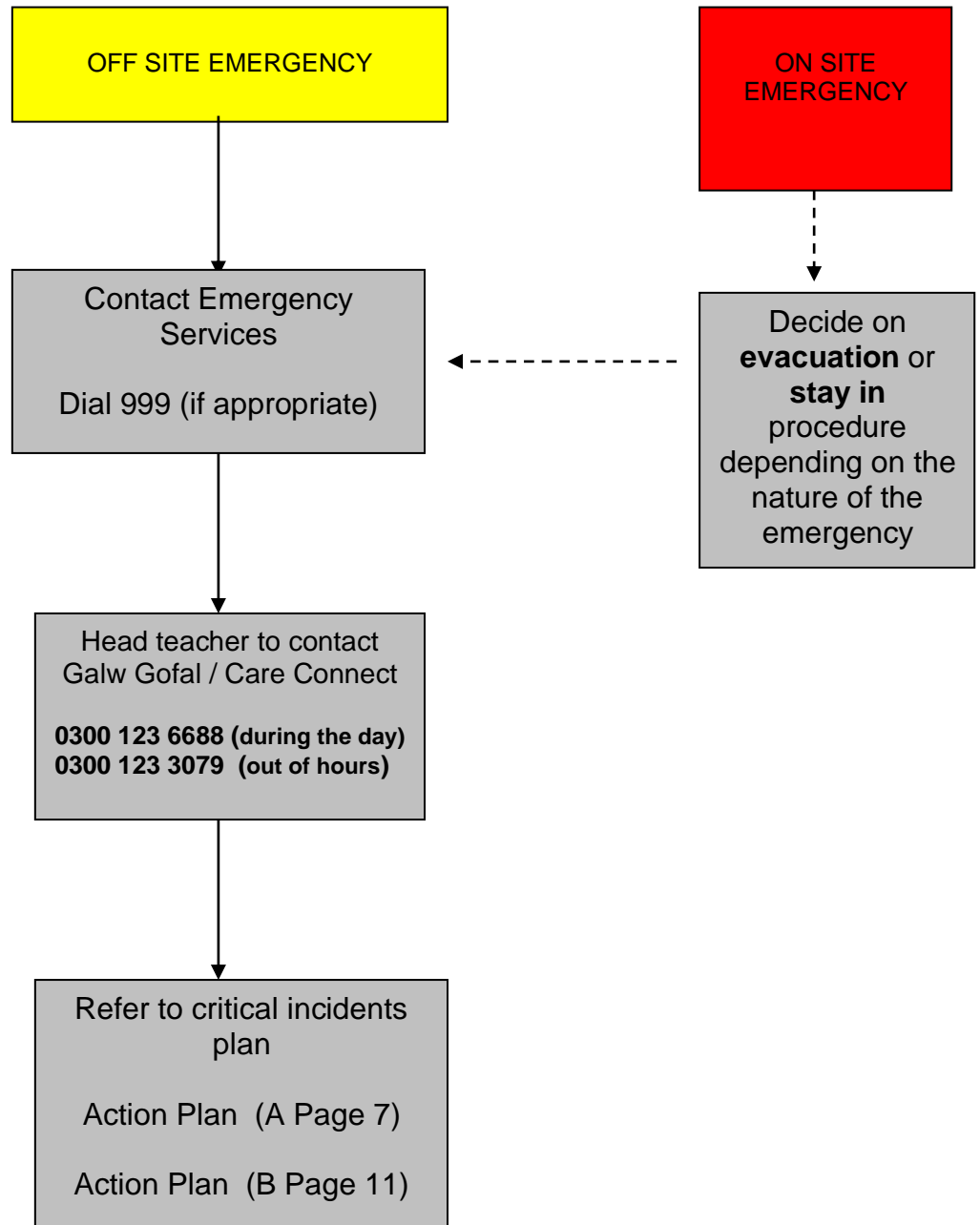


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## CRITICAL INCIDENT: WHAT TO DO IN AN EMERGENCY

The purpose of this flow chart is to provide information on what to do in an emergency at a glance.

This should be printed and displayed in a prominent position for easy access by the Head teacher, should the need arise.



**SECTION ONE**

**ACTION PLAN B  
FOLLOW ON ACTION**

**WHAT DO WE DO NEXT?**

Once the initial action has been taken then consider and action the following steps relevant to the appropriate people involved.

Ensure all meetings/actions recorded for future reference, and continue to gather relevant information pertaining to incident.

### 1. STAFF

- Ensure all members of staff are aware of the nature of incident and delegated specific responsibilities according to priority of need.
- Organise small manageable meetings to ensure staff are updated on developments.
- Encourage staff to refer enquiries to Head teacher who in turn will contact Education Services.

### 2. YOUNG PEOPLE

- Ensure young people are provided with a consistent and accurate account of the incident.
- Consider organisation of information dissemination (i.e. whole school/class/small group/individual) taking into account age/ability.
- Consider which staff member is best suited to most appropriately inform and to answer questions from young people.
- Consider whether Education Social Workers, Education Psychologists/other agency support is required.
- (Please see appendix/contact list for nature of support on offer).
- Consider whether symbolic expression of grief/concern or memorial is required

### **3. FAMILIES/CARERS**

- Contact the homes of those involved.
- Maintain an up-to-date list of emergency contacts for young people and staff.
- Ensure that there is a record of who is on site.
- In the event of serious injury or death, the Police will be involved and are likely to take responsibility for informing relatives in person. However, it may be helpful for them to be accompanied by a member of staff.
- In other circumstances, contacting the families/carers of those involved should be done quickly and sensitively by the Head teacher. If the contact person cannot be reached by telephone, leave a brief message asking them to telephone a particular number. Try to avoid leaving complex messages as these can become distorted when conveyed.
- When releasing information to a wider audience, e.g. parents/carers, prepare the information with care. Give the appropriate facts and express sympathy or concern. Blame and liability should not be attributed. Remember that the media are likely to get access to this statement.

### **4. COMMUNICATION**

- Telephone – dedicate one line for outgoing calls (i.e. not main phone but fax, kitchen or mobile).
- Ensure main phone is staffed to respond with factual statement and reassurance that action is being taken. Be courteous but concise to keep the line free for other callers.
- The Police may set up special telephone lines.

### **5. MEDIA**

- All contacts with the Media should be handled through the Lead Officer and Education Services Press Officer (Please see Section 4)
- Members of the Press should not enter the site without permission.

## **SECTION TWO**

### **THE INITIAL ROLE OF SUPPORT AGENCIES**

- 1) THE EDUCATION SERVICES LEAD OFFICER  
CRITICAL INCIDENTS TEAM
- 2) THE POLICE EMERGENCY TEAM
- 3) EDUCATION PROPERTY AND SITE MANAGEMENT SERVICE
- 4) THE ADDITIONAL LEARNING NEEDS SERVICE
- 5) THE EDUCATION SOCIAL WORK SERVICE

## **1) THE ROLE OF THE EDUCATION SERVICES LEAD OFFICER CRITICAL INCIDENTS TEAM**

### **On Site of Incident (if presence required on site) otherwise initially by phone (then site visit)**

1. Liaise with Scene/Incident Commander (POLICE – EMERGENCY SERVICES if appropriate)
2. Assist/Advise Head teacher.
3. Determine level of need.
4. Take action accordingly
  - Inform Education Services ETM (Emergency Team Members)
  - Collate information for Press Statement
  - Organise the 'phoning of Chair of Governing Body
5. Once the initial incident has been dealt with:
  - Education Services Lead Officer and the Head teacher to co-ordinate the response to the incident.
  - Speak to Fire Service/other Emergency Services to get a Site Safety Report before allowing any staff onto the site of the incident.
  - Decide/agree on access to the Site in conjunction with Education Services/Emergency Services.
  - Organise Education Services staff to undertake their delegated duties/responsibilities e.g. Education Property and Site Management Services, Education Psychology Service, Education Social Work Service, Environment, Roads and Facilities Service (ERF) etc.
  - Agree with Head teacher how long the site will be affected/closed etc.
  - Prepare a joint action plan.

## **2).THE INITIAL ROLE OF THE POLICE EMERGENCY TEAM**

**Declaring a Critical Incident ensures that established Police procedures are referred to and appropriate resources and services are made available. The likely Police response will be:**

- Initial response and assessment of need.
- Establish a safe cordon and rendezvous.
- Liaise with the Head teacher and/ or nominee to collect updated information and arrange appropriate policing response and correct level of resourcing.
- Appoint a scene/incident commander to liaise with the Lead Education Officer.
- Inform and update other emergency services.
- Investigate incidents which are criminal in nature.

### **3). THE INITIAL ROLE OF EDUCATION PROPERTY AND SITE MANAGEMENT SERVICES CRITICAL INCIDENTS RELATING TO PROPERTY MATTERS**

- Liaise with the Head teacher as soon as possible after the incident, to agree a strategy on how to deal with the emergency.
- Co-ordinate Education Services' response to property issues relating to the incident.
- Co-ordinate the activities of the Health and Safety Officer
- Co-ordinate the activities of the Property Management Officer
- Co-ordinate the activities of the Catering Services (if required)
- Co-ordinate the activities of other Local Authority departments that may have an input to property issues following the incident e.g. Environment, Road & Facilities Services
- Liaise with other Local Authorities if appropriate.



#### **4). THE INITIAL ROLE OF THE A.L.N. SERVICE**

**In the event of an incident: will act as an integral part of the Education Services response team.**

- Will work in partnership with establishments to assist staff, pupils, young people and parents/carers to deal effectively with the stress of traumatic events.
- Will offer both short and long term intervention.
- Will co-work effectively with other agencies.
- Will utilise psychological support in dealing with post-traumatic stress so that it does not have a long term and debilitating effect on individual lives.

**Will provide advice and training with regard to critical incidence and crisis management.**

This will include whole establishment approaches to support children/young people, parents/cares, staff and the management team within the establishment.

**Will liaise with Educational Psychology Services in adjacent Unitary Authorities to ensure on-going staff development and support.**

- Obtain background literature for staff, students and parents/carers e.g. grief and loss reactions.
- Will assist in curricular planning to include bereavement, other crises and life events.
- Will offer staff development in bereavement, other crises and life events.

## **5). THE INITIAL ROLE OF THE EDUCATION SOCIAL WORK SERVICE**

In the event of a critical incident the Education Social Work Service will:

- Assist in critical incident, defusing, demobilisation and debriefing sessions, both in group and individual settings for young people, parents/carers, staff and others affected by an incident, as appropriate.
- Assist in assessment of young people, parents/carers, staff and others involved in an incident to identify needs and refer on for specialist support or intervention where appropriate.
- Provide counselling supervision and debriefing for staff, the Critical Incident Team and others providing direct support to children and families/carers during a critical incident.
- Provide intermediate counselling and longer term support for young people and families/carers when assessed and deemed appropriate.
- Continue to support and assist school, young people and their families/carers in liaison with each other and addressing establishment related issues once initial crises have subsided.

**SECTION THREE**

**THE BROADER  
ROLES OF  
SUPPORT AGENCIES**

# **1) THE BROADER ROLE OF EDUCATION SERVICES LEAD OFFICER CRITICAL INCIDENT TEAM**

## **AT COED PELLA**

- Agree action with Education Services and relevant personnel.
- Ensure record of action taken (time etc.)
- Provide Press Officer with updated information as soon as available.

## **ON SITE OF INCIDENT (if presence required on site) otherwise initially by phone (then site visit)**

1. Liaise with Scene/Incident Commander (POLICE-EMERGENCY SERVICES if appropriate)
2. Assist/advise Head teacher (or Nominee)
3. Determine level of need.
4. Take action accordingly
  - Inform Education Service of updated situation (Emergency Team Members)
  - Collate information for Press Statement.
  - Organise the 'phoning of Chair of Governing Body
5. Once the initial incident has been dealt with:
  - Education Services Lead Officer and the Head teacher to co-ordinate the response to the incident.
  - Speak to Fire Service/other Emergency Services to get a Site Safety Report before allowing any staff onto the site of the incident.
  - Decide/agree on access to the Site in conjunction with Education Services/Emergency Services.
  - Organise Education Services staff to undertake their delegated duties/responsibilities e.g. Education Property and Site Management Services, Education ALN Service, Education Social Work Service, Facilities Maintenance /Environmental within ERF Service.
  - Agree with Head teacher how long the site will be affected/closed etc.
  - Prepare a joint action plan.

## **GENERAL CRISIS MANAGEMENT ARRANGEMENTS**

In a major crisis the Education Service Critical Incidents Team may become a key element of a much wider Council response, for example in the event of a major flood or a major school incident such as *Dunblane*.

### **EDUCATION SERVICES EMERGENCY CRITICAL INCIDENT TEAM MEMBERS**

- Emergency Duty Education Officer (**to be Chief Education Officer or Head of Service as available**)
- Effectiveness Officers
- Social Inclusion Manager
- Catering Manager
- ESW Manager
- Education Property Service and Site Management Services Manager
- Health and Safety Officer to liaise with Corporate H&S

## **2) THE BROADER ROLE OF EDUCATION PROPERTY AND SITE MANAGEMENT SERVICES**

- Meet Loss Adjuster on site to evaluate the position re. contents and buildings in consultation with
- Meet Health & Safety to obtain a site safety report re. access etc.
- Photograph all areas affected and contents where applicable.
- Arrange salvage operation:
  - I. Hire removal company and/or extra labour
  - II. Arrange cleaning – via Facilities Management (ERF Service) and /or specialist cleaning companies.
  - III. Skip hire
  - IV. Storage/containers
- Liaise with Facilities Management (ERF Service) representative to ensure co-ordination of salvage for buildings and contents.
- Arrange for specialists to visit from Education Services e.g.
  - I. Maintenance engineers
  - II. Computer specialists
- Liaise with Facilities Management (ERF Service) regarding temporary accommodation e.g. mobiles etc.
- In the case of specialist training areas i.e. Information Technology etc. being affected by fire/flood, investigate the availability of other teaching sites.
- Organise any temporary furniture/equipment needed for school to re-open.
- Inform establishment of what is/is not insured.
- Advise establishment how to order replacement goods from insurance fund etc.
- Inform Education Finance and *Director of Finance* of estimated costs against insurance funds.
- Liaise with Facilities Management (ERF Service) regarding any plans to remodel/redesign establishment, following an incident, with finance from insurance fund to ensure any extra costs are covered from other funds.
- Monitor and approve all purchases etc. made against insurance fund.
- Liaise with *Director of Finance* on a regular basis to ensure compliance with laid down criteria for the claim.

### **3) THE BROADER ROLE OF ALN SERVICE**

- The response of the ALN Service will be co-ordinated by the County Psychologist.
- The relevant Education Psychologist will be consulted regarding intervention.
- Will offer individual support to ascertain the needs of affected children/young people, siblings, closest friends, other vulnerable personalities, witnesses, children/young people with very strong anomalous/unusual reactions and children/young people who have previously experienced traumatic loss.
- Provide operational de-briefing with groups of children/young people and groups of staff.
- Provide advice regarding expected reactions, rituals, adverse effects on learning, curricular adjustments etc.
- Provide critical incident de-briefing for children/young people staff and parents/carers.
- Will refer to other appropriate agencies as necessary.
- Offer screening and monitoring arrangements for data collection.
- Ensure there is a record of intervention including actions taken.
- Offer longer term support for affected children/young people.
- Provide debriefing opportunities both at an emotional and professional level for others undertaking support roles.

#### **4) THE BROADER ROLE OF THE EDUCATION SOCIAL WORK SERVICE**

In the event of a critical incident the Education Social Work Service will:

- Act as an integral part of the Education Services response team.
- Liaise and work in partnership with the Education Psychology Service and other agencies (where appropriate) to respond to a critical incident within an establishment.
- Provide intermediate and longer term support for young people and families/carers.
- Provide information and advice to schools, parents and young people about coping with loss and bereavement in the event of a critical incident.
- Assist with training for staff to raise awareness of the issues around coping with loss and bereavement as part of an on-going programme of INSET and also provide staff training following a critical incident or other traumatic situation.
- Endeavour to provide back-up and support to neighbouring authorities – if requested – in the event of a critical incident.
- Continue to support and assist schools, young people and their families/carers in liaison with each other and addressing establishment related issues once initial crisis has subsided.

**SECTION FOUR**  
**DEALING WITH THE**  
**MEDIA**



1. In most cases communication with the media should be handled through the Education Officer and the County Press Office (***THIS WILL BE CONTACT NO. FOR PRESS***)
2. Members of the Press should **not** enter site without permission.
3. **INITIALLY** - **Press Statement** will outline briefly:

**Organised by Education Officer**  
**copies to:**

- All staff (teaching and support)
- Education Services staff
- Governing Body
- Elected Members

- I. Description of incident and action taken by establishment/services
- II. No. of people involved.
- III. That those families affected have been contacted
- IV. Further information to be available at \_\_\_\_\_ (specific time/place)
- V. Provide contact telephone no. for relatives/families/carers.
- VI. Expression of sympathy/concern.

4. **WHEN DETAILS KNOWN** – **Press Statement providing:**

**Organised by Education Officer**  
**copies to:**

- All staff (teaching and support)
- Education Services staff
- Governing Body

- I. What happened?
- II. Action taken by establishment/services
- III. No. of people involved
- IV. Families affected have been contacted.
- V. Expression of sympathy/concern
- VI. Contact no. for relatives/families/carers.
- VII. Further information to be available at \_\_\_\_\_ (specific time/place)

**SECTION FIVE**

**ADDITIONAL  
READING MATERIAL**

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**ADDITIONAL READING MATERIAL**

This document should be read in conjunction with the following documents:

**Service Continuity Plan – Education Services**

**Health & Safety Policy - Education Services**

**All Wales Guidance for Educational Visits**