

# Sir Harry Smith Community College Critical Incident Action Plan

[updated v4 04 Oct 2021]

**Critical Incident Kits** (Appendix 1) are contained in labelled **Blue box files** in: main reception; Principal's PA's office; technician areas of Science and D&T; BSU; Library & staffroom. They should be annually updated by SLT i/c.

## HAS A CRITICAL INCIDENT JUST HAPPENED?

BOTH ON-SITE & OFF-SITE	ON-SITE	OFF-SITE
<ul style="list-style-type: none"> <li>• Sudden death (including murder) or suicide of a student</li> <li>• Sudden death or suicide of staff</li> <li>• Epidemic e.g. virulent flu forms</li> <li>• Abduction and/or disappearance of a student</li> <li>• Hostage taking, civil disturbance or terrorism, floods</li> </ul>	<ul style="list-style-type: none"> <li>• Violent incident involving students and/or staff</li> <li>• Destruction or major vandalism</li> <li>• Arson and fire</li> <li>• Armed person on the site</li> <li>• Abuse allegations or incidents involving staff and students</li> <li>• School used in an emergency</li> </ul>	<ul style="list-style-type: none"> <li>• Death or serious injury on a school trip</li> <li>• Transport accident involving students and/or staff</li> <li>• Disaster in the community</li> <li>• Court cases relevant to the school and with media attention</li> </ul>

## WHAT SHOULD I DO?

**Get a Critical Incident Kit (blue box file)** held by: main reception; Principal's PA's office; technician areas of Science and D&T; BSU and Library.

### EDUCATIONAL VISIT ('Trip') INCIDENT

- Agree a continuous phone link.
- Get trip leader / lead survivor to follow emergency checklist in their trip pack. (Appendix 3 in this critical incident policy).
- Get school EVC (D. Osbourne) & SLT immediately (CIMT p2). They will now direct the incident response (see p3).
- Contact County Educational Visits advice: Stephen Brown **01480 379677** between **9.30am - 1pm (Monday - Thursday); In case of Emergency: - Stephen Brown mobile 07879 436541; email [outdoor.education@cambridgeshire.gov.uk](mailto:outdoor.education@cambridgeshire.gov.uk) or [Stephen.Brown@cambridgeshire.gov.uk](mailto:Stephen.Brown@cambridgeshire.gov.uk)**

**Access trip details using online Evolve:**

**Username:** .....

**Password:** .....

**Follow immediate, short, medium, long-term actions for all critical incidents outlined in the next pages.**

**Read the relevant pages of the following documents which are stapled to this pack:**

- County policy 'Responding to Critical Incidents - including school closure at short notice: Guidance Procedures for Cambridgeshire Schools'.
- Emergency School Closures. e.g. in the event of snow.

### ALL OTHER INCIDENTS

- Contact SLT immediately.
- SLT gather CIMT (list p2) in reception. Deploy to blocks: see list p3.
- SLT contact Phil Nash, County Education Adviser **01223 703564** [phil.nash@cambridgeshire.gov.uk](mailto:phil.nash@cambridgeshire.gov.uk)
- If 'GET OUT' (need evacuation) Sound fire alarm.
- If 'GET IN' needed: sound the bell for 10 bursts & send electronic instruction via email.
- To indicate the 'all clear', SLT go round College & communicate electronically.

**Follow the immediate, short, medium, long-term actions for all critical incident outlined in the next pages.**

**Read the relevant pages of the following documents which are stapled to this pack:**

- County policy 'Responding to Critical Incidents - including school closure at short notice: Guidance Procedures for Cambridgeshire Schools'.
- Emergency School Closures. E.g. in the event of snow.

### This booklet contains:

Critical Incident Management Team p2.  
 Staff positions (Blocks) and roles during an incident p3.  
 Immediate, short-term, medium, long-term actions p4-5.  
 Appendix 1: Critical incident kit list p6.  
 Appendix 2: Action points for staff during on-site incident 6.  
 Appendix 3: Educational Visit incident checklist p7.  
 Appendix 4: Policy -Origin, definition, prevention, staff awareness p10.  
**Stapled attachment:** County policy 'Responding to Critical Incidents - Guidance Procedures for Cambridgeshire Schools';  
 Emergency School Closures. e.g. in the event of snow.

# **CRITICAL INCIDENT MANAGEMENT TEAM (CIMT)**

(All phone numbers are held by the Principal's PA and held by the team on small laminated cards)

## **Chair of Governors: Paul Kosciecha**

To liaise closely with the Principal. Sole governor to talk to the press.

## **Principal: Dawn White (DW)**

Co-ordinate responses. Link with County & Chair of Governors. Sole member of school staff to talk to press.

## **Deputy Principal: Richard Potter (RP)**

- Deputise for the Principal in her absence. To advise and lead where necessary on communication with governors and parents/carers.
- Liaise with emergency services. Advise and lead where necessary on communications with all staff and co-ordinate support mechanisms for staff.
- Contact Stephen Brown (County EVC adviser) in the event of a critical incident on a school educational visit. To advise on EVC related issues. Liaise with the trips administration manager Debra Osbourne.
- To co-ordinate any necessary support by the Safeguarding team members & arrange a County psychologist/counsellor.

## **Finance Manager: Carole Taylor (CT)**

To work with the Operations Manager on any premises issues and the finance team on any finance issues. Advise Principal on issues and progress being made.

## **SLT Assistant Principal: George Pettitt (GEP)**

To support communication systems across CIMT, staff, parents/carers & students (in liaison with WAR).

To ensure continuity of learning for students, and liaise with the Sixth Form team.

## **SLT Assistant Principal: Helen Norris (HN)**

To ensure continuity of learning for students.

## **SLT Assistant Principal: Teresa Dolby (TED)**

To advise and lead on pastoral related issues, communication and support for students.

## **Network Manager: Jonathan Emery [JE]**

Liaise with Chair of Governors, Principal/Deputy about issues. Use communication methods to update stakeholders e.g. email, Parent Mail, text, school website, as appropriate.

## **PA to the Principal: Clair Meadows (CM)**

Ensure reception is staffed and co-ordinate administrative support to CIMT e.g. radio response.

## **Site Manager: Debra Osborne (DBO)**

To manage the site team and co-ordinate and premises issues with the Finance Manager.

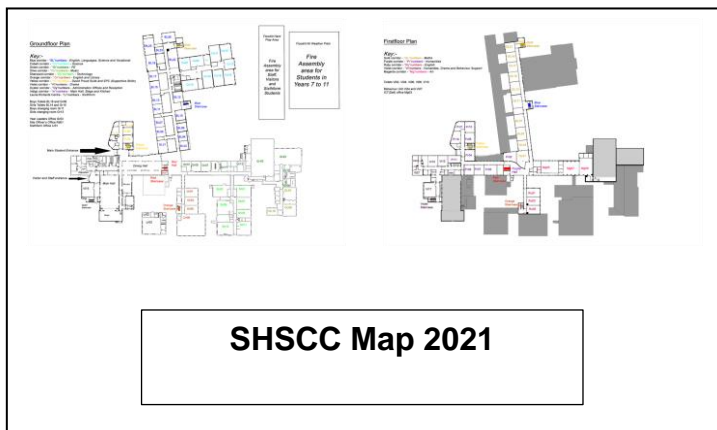
To advise on issues relating to the duty and bus system.

## **School Medical Officer: Jade Broughton (JBR)**

To manage and advise on any medical issues.

# 'GET IN' (10 bells) Critical Incident: Staff positions (copy in blue boxes)

updated v3 13 Dec 2017



**ON-SITE CRITICAL INCIDENT PLAN** (on back of staff lanyards) v4th Oct 2021  
 Tell SLT/reception e.g. fire; intruder; death; abduction; abuse; violence; weapon.  
 SLT/site team go to reception, tell police, get blue box (Reception, Principal's PA)

**If continuous fire bell: GET OUT:** Evacuate to **Astro Turf** and netball court

**If bell sounds 10 bursts: GET IN (= 'Lockdown')**

- **If lesson/form/assembly time:** Classes/teachers & TA staff stay in timetabled area. Follow email/mobile message. Other staff get into nearest safe area. Visitors stay with nearest staff.
- **If break/lunchtime:**
- **Get in your form room:** students, form tutors, form TAs. (Go elsewhere if vital)
- Teachers/cover staff with no form go to reception for deployment.
- Support staff get into nearest safe area e.g. offices, canteen, form rooms.
- Staff off-site (e.g. trips, Rec, Outdoor) stay there unless instructed.
- **All clear:** Police advice; SLT visit blocks, give verbal all clear; normal day.
- Only Principal & Chair of Governors deal with media.

## Duty staff at break/lunch:

- Duty staff (break teaching staff, lunch support staff: see published lists in the canteen) stay in position (unless impossible). **Accurately time how long it takes for areas to be clear (& tell RP later)** and ensure students move safely to their 'GET IN' area. Duty staff should then 'GET IN'.

**Reception:** Carol Ruff/Lisa Newbatt – stay in position if safe or go to Clair Meadow's [CM] office.

- Show staff signing out book to cover office to identify staff 'gaps'.
- Send duty students to BSU. Contact First Aiders to stand by in case required by Jade Broughton via email (Medical Officer).
- Take waiting visitors to 'Vi 23';

## Teachers/cover staff with no form: Break/lunch - Go to reception for deployment

- Jade Broughton to deploy required First Aiders or staff as needed [either face-to-face or via email].
- Cover Manager (Lisa Newbatt) to deploy staff to unsupervised students in the event of staff absence.
- Richard Potter to deploy staff to any 'gaps' in SLT/HOY positions.
- Then, any excess staff 'GET IN' to Year Leader Office or BSU with phone contact.

## HOYS

Year 7 SLT TD	Year 8 SLT TD	Year 9 SLT TD	Year 10 SLT RP	Year 11 SLT RP	Year 12/13 TS
Terry Cooper	Ashley Gregory Adele Warrener	Daniel Hewitt	Darren White Angela Curtis	Adam Rothery Angela Curtis	Tim Smith Claire Sweeney

- YR7-11 HOY: Go to your SLT line manager position to assist.
- YR12/13 HOY: Go to your SLT line manager position to assist.

## SLT & Site Team (Critical Incident Management Team)

- When 10 bells are signalled, gather in reception for briefing by RP, instructions & deployment.
- Get into area positions with radio contact: observe, give all clear when instructed.
- Dawn White (DW, Principal): Get blue box plan; media/news management; liaison with RP.
- Richard Potter (RP, SLT i/c Critical Incidents, RP mob 07590265837): Admin area/Reception/SEN & as required.
- Helen Norris, HN: Violet and Purple Corridors.
- Tim Smith, TS: Sixth Form Centre (signing out book), Library, Ruby and Orange Corridors.
- Teresa Dolby, TED: Gold and Magenta corridors.
- Jill Harwood, JH: Blue and Cobalt Corridors.
- Debbie Osborne, DO: Green, Sherwood and Olive corridors.
- Anna Greville, AG: Front entrance by gates; Stop arriving students; get them to safety.
- Jacky Ayres, JAY: Canteen (liaison with DO)

- Jonathan Emery, JE: elec. communications (e.g. staff, governors, parents) - Liaise with DW, RP, MW (attendance)
- **NOTE: Blue box plan outlines immediate, short, medium, long term actions for CIMT.**

### **IMMEDIATE ACTIONS – within hours of the incident occurring**

1. If a critical incident has just occurred:
  - **Trip Leaders** on a trip must follow the Emergency Checklist (Appendix 3; & in the risk/benefit trip pack).
  - **Class teachers** report critical incident by sending student runner, email/phone reception.
  - **SLT helping a trip leader with a critical trip incident: Get a Critical Incident Kit (blue box file) held by: main reception; Principal's PA's office; technician areas of Science and D&T; BSU; Library & staffroom;** SLT follow the Emergency Trip Checklist (Appendix 3), inform Debra Osbourne, access online **Evolve** for trip details: (username: **SLTSHSCC** password: **emergency999**) & follow steps from No.2 below where appropriate.
  - **SLT dealing with non-trip critical incidents:** Get a Critical Incident Kit blue box (Critical Incident Plan; map of the school for emergency services; whistle; contact details for staff, students, Governors, LA Press Office, LA Offices (Education, transport), bus company numbers, insurers, legal support). **Follow appropriate steps below.**
2. Obtain and collate accurate information relating to the incident to prevent uncertainty and rumour.
3. Gather and brief CIMT (Critical Incident Management Team) – allocate responsibilities and agree a factual statement for all communications to reduce rumour and speculation. All CIMT to keep a personal log of actions and information gained for ongoing collation.
4. Trigger support from LA and other emergency list contacts – agree clearly who will contact whom.
5. Set up an incident management room and dedicated phone line – to deal with calls (parents, media).
6. Contact families affected – quickly and with sensitivity. Consistency of information is vital. It may be appropriate for families to come to school and immediate emotional support could be a possibility.
7. Make arrangements to inform Governors, other parents & media – may need advice from LA & insurers, especially if there is a possibility of legal liability. CIMT may send a letter to parents or prepare a leaflet. Request confidentiality where appropriate.
8. Inform teaching staff and all school staff and caution against talking to media or responding to any questions from reporters. It is vital that those staff in contact with students are kept well informed and feel secure in handling comments and questions from students.
9. Inform students – can be done in small or large groups, as appropriate. Exercise care to protect both students and adults closely involved in the incident. Students must receive a consistent account of the incident and allowing for differences in ability to understand.
10. Encourage people involved to talk – the incident may need discussion by students and adults before students go home after school.
11. Deal with the media – highly important to seek LA Press Officer advice before agreeing to speak or be interviewed by the media. If this is not an option, then an agreed text/email/statement is prepared by CIMT and a designated spokesperson briefed and prepared to respond on the school's behalf.
12. Devise a plan for handling the reactions and feelings of people affected – common reactions include denial, distress, guilt, anger, blame, helplessness. CIMT must consider outside professionals to support and debrief staff, students and parents affected by the incident. Those providing support also need support. CIMT now needs to plan its short term (next stage) reaction to the incident.
13. Clair Meadows, [CM] PA to the Principal to collate personal logs of actions and information gained thus far: e.g. actions taken, times, key information.
14. Duty system to be reviewed to ensure appropriate incident management, and SLT to staff the boundaries if necessary.

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

1. Reunion of students with families – especially where the incident occurs off-site. Consider using a separate site for returning students (e.g. partner school) to avoid media/public onlookers. Mostly, students will need to be taken home, but sometimes families may need to visit the incident scene to understand how they deal with the results e.g. children's comprehension and fears.
2. Managing and supporting staff – support needs organising for all staff, preferably from within the school, but using outside agencies if appropriate. Staff monitoring is vital, even CIMT. If a crisis persists, staff become weary and upset, and this can affect their powers to make sound decisions. Where appropriate, staff should also seek trade union advice and support if required.
3. Strike a balance: encourage students to talk, but avoid fuelling speculation, anxiety and fatigue. Activate strategies for enabling students to discuss their comprehension and feelings, using outside agencies if appropriate. Staff need briefing about ways to help affected students and identify certain behaviour patterns. This may have curriculum implications e.g. training in bereavement counselling for staff, provision of resources, Skills-4-Life topics.
4. Debrief meeting – it may be appropriate to hold a de-briefing meetings/assemblies for staff, students, parents. An experienced person, possibly from outside the school community, should lead the meeting. The meeting(s) should:
  - Clarify causes and events;
  - Allow for sharing reactions and questions;
  - Reassure people that a range of reactions are normal;
  - Mobilise resources e.g. parent support groups.
5. Formal and informal recognition of rituals. Evidence from both school incidents and even community incidents (e.g. Hillsborough) it is important to recognise rituals. It is vital to remember to express sympathy to families of the hurt or bereaved. Visit students/staff in hospital. Students may wish to send cards/letters or sign a book of condolence. School representatives should attend funerals as appropriate to the wishes of those concerned. Consider holding special assemblies or memorial services. Anniversaries are also key times when support and sensitivity are required.
6. Re-establishing routines – seek to provide continuity for students. The return to school by staff or students directly affected by the incident needs to be managed with care and sensitivity, but the re-establishment of routine is an important stage in emotional recovery.

## **MEDIUM TERM ACTION**

1. Return to school for staff or students after a medium to long absence – reintegration needs to be carefully planned e.g. may involve home visits prior to return, part time attendance initially, reduced workloads, virtual on-line learning, putting in place a mentoring process.
2. Consulting professionals – consider consulting the Educational Psychology Service for support and guidance, especially to help those showing unusual or prolonged reaction to the incident.
3. Keeping parents informed – it may be appropriate to produce a letter/leaflet for parents giving guidance on the possible delayed reactions of students to an incident and making suggestions to help them deal with this.
4. Support for staff – ongoing monitoring and support for staff is vital, including CIMT.
5. Seek to secure an end to media attention, if possible.

to be ratified

## **LONG TERM ACTION**

1. Monitoring the vulnerable – effects of a crisis can last for years and it is important that new staff and students are briefed in the school's history to help them understand and deal with potential repercussions especially at anniversary times or times of media focus.
2. Marking anniversaries with sensitivity – suggestions include annual assemblies, concerts, memorial services, memorial prize awards, memorial gardens, furniture (e.g. engraved bench).
3. Legal processes – the length of time taken by some legal processes can prolong the recovery process after a critical incident e.g. court case. CIMT need to plan for this where staff may be involved attending lengthy legal processes and facing extended emotional trauma.
4. Curriculum implications – It may be necessary to amend the student curriculum and acquire relevant resources. For staff, it may be appropriate to schedule INSET training e.g. loss counselling.

to be ratified

## **APPENDIX 1: CRITICAL INCIDENT KIT**

- SLT collect on-site Critical Incident Kit (Critical Incident Plan; map of the school for emergency services; whistle; contact details for staff, students, Governors, LA Press Office, LA Offices (Education, transport), Bus company numbers, Insurers, Legal support).
- Responsibility for student details with Marion Ward and Adele Warrener.
- Responsibility for staff details with Angela Shaw and Clair Meadows.

to be ratified



# APPENDIX 2: CRITICAL INCIDENT LANYARDS

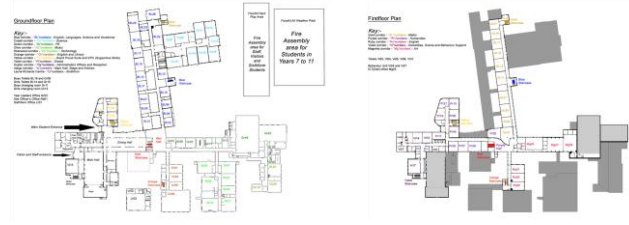
updated 4<sup>th</sup> October 2021 v4

## CRITICAL INCIDENT PLAN: Condensed version for lanyards

Below, are variations of the critical incident plan for staff, sixth form and visitor lanyards.

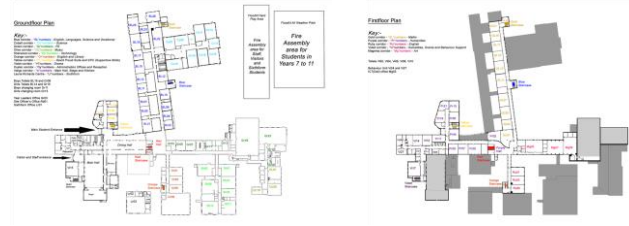
### For staff lanyards

The 2 items below will be photocopied on card and folded into the back of the staff lanyard.

 <p style="text-align: center;"><b>SHSCC Map 2021</b></p>	<p><b><u>ON-SITE CRITICAL INCIDENT PLAN</u></b> (back of staff lanyards) v4 4<sup>th</sup> Oct 2021</p> <p>Tell SLT/reception e.g. fire; intruder; death; abduction; abuse; violence; weapon. SLT/site team go to reception, tell police, get blue box (Reception, Principal PA)</p> <p><b><u>If continuous fire bell: GET OUT:</u></b> Evacuate to Astro turf / netball court</p> <p><b><u>If bell sounds 10 bursts: GET IN (= 'Lockdown')</u></b></p> <ul style="list-style-type: none"><li>• <b><u>If lesson/form/assembly time:</u></b> Classes/teachers &amp; TA staff stay in timetabled area. Follow email/mobile message. Other staff get into nearest safe area. Visitors stay with nearest staff.</li><li>• <b><u>If break/lunchtime:</u></b></li><li>• <b><u>Get in your form room:</u></b> students, form tutors, form TAs. (Go elsewhere if vital)</li><li>• Teachers/cover staff with no form go to reception for deployment.</li><li>• Support staff get into nearest safe area e.g. offices, canteen, form rooms.</li><li>• Staff off-site (e.g. trips, Rec, Outdoor) stay there unless instructed.</li><li>• <b><u>All clear:</u></b> Police advice; SLT visit blocks, give verbal all clear; normal day.</li><li>• Only Principal &amp; Chair of Governors deal with media.</li></ul>
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### For Sixth Form / Visitor lanyards

The 2 items below will be photocopied on card and folded into the back of the Sixth Form / visitor lanyard.

 <p style="text-align: center;"><b>SHSCC Map 2021</b></p>	<p><b><u>ON-SITE CRITICAL INCIDENT PLAN</u></b> (Sixth Form lanyards) v4 4<sup>th</sup> Oct 2021</p> <ul style="list-style-type: none"><li>• Tell staff/reception if you see a critical incident e.g. adult without a lanyard; intruder; fire; abduction; abuse; violence; weapon.</li></ul> <p><b><u>If continuous fire bell: GET OUT:</u></b> Evacuate to Astro turf / netball court</p> <p><b><u>If bell sounds 10 bursts: GET IN (= 'Lockdown')</u></b></p> <ul style="list-style-type: none"><li>• <b><u>If lesson/form/assembly time:</u></b> Classes stay in timetabled area; If on a 'free period' get into the nearest class/learning area e.g. Library.</li><li>• <b><u>If break/lunchtime:</u></b> Get in your form room. (Go elsewhere if vital)</li><li>• <b><u>If off-site:</u></b> Stay off-site in safety.</li><li>• <b><u>All clear:</u></b> Wait for verbal all clear by staff. Then continue a normal day.</li><li>• Only Principal &amp; Chair of Governors permitted to deal with the media.</li></ul>
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## APPENDIX 3: EDUCATIONAL VISIT LEADER EMERGENCY CHECKLIST

- Copied, plus additions from National Guidance <http://oeapng.info> doc 4.1k (Sept 2014).
- Use this checklist to guide and record your actions in an emergency.
- The sequence of events will depend on the nature of the emergency.



<b>IMMEDIATE ACTION (Phase aim: Preserve)</b>	<b>Tick</b>
Ensure own safety. All subsequent actions are better delegated to the other members of the leadership team when possible – allowing the Visit Leader to remain in charge of the whole situation.	
Ensure safety of uninjured group members and other leaders.	
Ensure safety of any casualties and triage (= treat the wounded in order of urgency).	
Deal with life threatening First Aid (preserve life, prevent the condition worsening, promote recovery)	
Call emergency services as appropriate.	

<b>URGENT ACTION – Use resources to do this efficiently &amp; concurrently if possible (Phase aim: Prevent worsening)</b>	<b>Tick</b>
Take stock and make a plan.	
Allocate resources to maximise concurrent activity (= achieving many things at the same time).	
Continue First Aid.	
Inform emergency school contacts as stated in your trip plan e.g. phone school SLT/Principal ASAP & agree ongoing contact numbers & contact pattern. <b>Be clear:</b> What happened? Names of those involved or injured? When (date, time)? Where (location)? Action taken so far? <b>Agree actions with SLT:</b> Contact with parents; advice from County Education Officers & Outdoor advisors e.g. Stephen Brown; media management; insurance; launch the school Critical Incident Plan if necessary.	
Liaise with emergency services as they arrive.	
Deal with urgent physical needs of the group: Shelter, warmth, water.	
Deal with urgent emotional needs of the group: Remove from stress; protect from intrusion; give them useful things to do.	
Control outward communications.	
Begin written log / note keeping: incident record; photos; witness details; actions taken.	

<b>FOLLOW UP ACTION – Much of this can be done at the same time as ‘Urgent Actions’ with efficient use of resources (including young people and emergency base contact) (Phase am: Promote recovery)</b>	<b>Tick</b>
Take stock again and replan next phase – what have you forgotten?	
Deal with casualties in care of emergency services: Accompanied to hospital. Keep track of who is where.	
Consider needs of self and fellow leaders – are you/they coping?	
Liaise with establishment/employer/school as per your emergency plan.	

Deal with physical needs of group members: Food; Toilets, washing facilities and clean clothes if necessary; Accommodation and/or onward transport.	
Deal with emotional needs of group members: Emotional support; Contact with home.	
Contact support agencies e.g. travel company, insurers, Consular Assistance Team	

## EMERGENCY PROCEDURE

1	Remain calm – assess the situation (nature and extent of the emergency)
2	Safeguard yourself and then any other uninjured members of the group. Make sure all other members of the group are: Accounted for (students and staff); Safe; Adequately supervised; Briefed to ensure they understand what to do to remain safe.
3	Delegate to Assistant Leaders if possible so you can keep an overview of events and to allow 'concurrent' activity.
4	Call emergency services as appropriate.
5	Casualties - carry out First Aid to the best of your abilities. Remember, the aims of First Aid are to: a) Preserve life; b) Prevent the condition worsening; c) Promote recovery.

## ESSENTIAL FIRST AID

1	Casualties need to be able to breathe - if they are unconscious this means being put into a safe airway position.
2	Try to find and stop any serious external bleeding.
3	Protect the casualty from the environment - keep them warm.
4	Monitor their condition, talk to them, reassure them, hold their hand and provide emotional support.
5	Carry out First Aid to the best of your abilities. Remember, the aims of First Aid are to: a) Preserve life; b) Prevent the condition worsening; c) Promote recovery.

## EMERGENCY NUMBERS

NAME	TELEPHONE	MOBILE
My phone number		
School	01733 703991 (reception)	
Nominated Base contact		
SLT		Richard Potter .....
Emergency Services if travelling abroad		



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## **APPENDIX 4: CRITICAL INCIDENT PLAN:**

### **WHICH DOCUMENTS IS IT DRAWN FROM?**

- County policy 'Responding to Critical Incidents - including school closure at short notice: Guidance Procedures for Cambridgeshire Schools'; 'Emergency School Closures. E.g. in the event of snow'.
- Both County documents were updated by Chris Meddle, Education Adviser, October 2014. 01223 703564, [phil.nash@cambridgeshire.gov.uk](mailto:phil.nash@cambridgeshire.gov.uk)
- County educational visits advice: Stephen Brown **01480 379677 between 9.30am - 1pm (Monday - Thursday); In case of Emergency only - Stephen Brown mobile is 07879 436541; email [outdoor.education@cambridgeshire.gov.uk](mailto:outdoor.education@cambridgeshire.gov.uk); or [Stephen.Brown@cambridgeshire.gov.uk](mailto:Stephen.Brown@cambridgeshire.gov.uk);**
- **The above documents and their attached forms must be closely consulted during critical incidents.**

### **CRITICAL INCIDENTS DEFINED – The Cambridgeshire Context**

- **County states that a critical incident is beyond everyday experiences of school life e.g. Arson & fire at school; pupil suicide or sudden death; staff member sudden death; abduction & disappearance; floods; unexpected closure.**
- In the event of a child death, the school must immediately notify the Education Adviser who will initiate the Child Death Protocol to alert relevant colleagues.
- The school must be prepared and proactive by developing a structured and staged approach to critical incidents, and developing an individual **Critical Incident Plan** to cover all eventualities.
- **Broader definition:** some authors have defined critical incidents as 'unexpected occurrences which may suddenly have a major impact on school'.
- Relative impact: Other authors, e.g. Gibson 1999, note that some critical incidents may seem relatively small-scale to some people, but to others can seem overwhelming. Hence Gibson 1999 suggests that an incident can be described as critical when it overwhelms or overcomes the normal coping strategies and strengths of those involved, including adults and children).

### **PREVENTING CRITICAL INCIDENTS IN THE FIRST PLACE**

Although critical incidents cannot be totally avoided, certain preventative steps are expected:

- Staff and students are familiar with the routines for fire, and evacuation on hearing fire alarms.
- Staff, students, parents/carers, visitors follow the signing in and out procedures at reception when entering and leaving the school site.
- Staff and students are familiar with school security procedures, in particular that all visitors not wearing a visitor's badge should be questioned and escorted to reception.
- Staff are aware of students with medical needs or health problems.
- The medical officer keeps a defibrillator outside the medical room for emergency use.
- Staff are aware of school policy in dealing with violence and child protection at work.

- Staff should assess risks to students and themselves before carrying out any activity.
- Staff organising and leading educational visits have followed procedures, write a risk / benefit assessment, and follow the visit leader emergency checklist in case of a critical incident during a visit.
- First Aid training is provided by the school medical officer, including for trip leaders and staff embarking on international and complex visits.
- Staff and students are familiar with the procedures involved in the Critical Incident Plan.

### **MAKING STAFF & STUDENTS AWARE OF THE CRITICAL INCIDENT PLAN**

- Critical Incident Kit (**Appendix 1**) held by: Principal's PA; Science technician area; main reception.
- Annual review of the critical incident policy by SLT.
- Communicated to all staff and students.
- Action cards to be circulated to staff. (**Appendix 2**)
- Emergency checklist for a critical incident to be carried by trip leaders in their trip pack. (**Appendix 3**)