



Critical Incidents Policy

Co-ordinator : Assistant Headteacher (G Brock)
Nominated Governor: Linda Sedgwick

We believe it is essential to have in place set procedures to deal with any incident occurring within or outside the Academy boundary that poses a risk or potential risk to the well being of the Academy community. We have a duty to ensure the safety of everyone within the Academy community.

Incidents may include abduction of a pupil, asbestos disturbance, bomb alert or explosion, break-in, chemical or biological contamination, fire, flu pandemic, illness or epidemic affecting staff or pupils, loss of access or accommodation, missing person, power failure, serious injury, severe weather, vandalism and violent intrusion.

We recognise our responsibilities under the Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1999 and we will take all reasonably practicable steps to provide and maintain safe and healthy working conditions, equipment and systems of work for all our pupils, Academy personnel and visitors to the Academy and to have in place set procedures to deal with the afore mentioned critical incidents.

We wish to work closely with the Academy Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a Academy community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To have in place set procedures to deal with incidents which threaten the health and safety of our pupils and Academy personnel
- To work with other secondary institutions to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- in place a critical incident management team comprising of the Principal, the Chair of Governors, members of the Senior Leadership Team and Gill Ruffle ?? (House Coordinator)
- delegated powers and responsibilities to the Principal to ensure all Academy personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the Academy complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring policies are made available to parents;
- the responsibility of involving the Academy Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the Academy regularly, to liaise with the Principal and the relevant portfolio groups (safeguarding and resources) and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Principal

The Principal will:

- ensure all Academy personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Critical Incident Management Team

The critical incident management team will take the lead in an emergency and will take the appropriate course of action.

The critical incident management team will:

- ensure each member will be allocated key tasks;
- keep detailed records of the incident which will be essential in any post-incident inquiry;
- immediately inform the emergency services, relevant external agencies and organisations, and the Chair of Governors when an incident occurs;
- ensure that constant liaising with the emergency services, Local Authority and other agencies takes place;
- communicate effectively with parents, staff and pupils;

- ensure support from the Local Authority and other agencies will be offered to individuals affected by stress or emotional trauma;
- ensure that after an appropriate period normal routines will be established;
- review the effectiveness of the response to the incident in order to re-assess procedures and make appropriate improvements

Role of the Coordinator (Safeguarding/Site)

The coordinator will:

- lead the development of this policy throughout the Academy;
- work closely with the Principal and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Principal and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the Academy is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of the Senior Leadership Team

The Senior Leadership Team will:

- provide resources to support this policy;
- monitor the progress and development of this policy;
- assess the impact of this policy

Role of Academy Personnel

Academy Personnel will:

- comply with all aspects of this policy
- undertake appropriate training;
- study the set procedures dealing with any critical incident as set out in the Staff Handbook
- implement the Academy's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the Academy community

Role of Students

Students will:

- be aware of and comply with this policy;
- listen carefully to all instructions given by staff;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the Academy Code of Conduct and guidance necessary to ensure the smooth running of the Academy;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- liaise with the Academy Council;
- take part in questionnaires and surveys

Role of the Academy

The Academy will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the Academy year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the Academy;
- support the Academy Code of Conduct and guidance necessary to ensure smooth running of the Academy

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the Academy Prospectus
- the Academy website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- Academy events
- meetings with Academy personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Principal reports to the Governing Body
- information displays in the main Academy entrance

Training

We ensure all Academy personnel have equal chances of training, career development and promotion.

Periodic training will be organized for all Academy personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this Academy.

Monitoring the Effectiveness of the Policy

The effectiveness of this policy will be reviewed by the coordinator, the Principal and the nominated governor and the necessary recommendations for improvement will be made to the Governors every 3 years.

Principal:		Date:	
Chair of Governing Body:		Date:	

Braunton Academy

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the Academy community (✓)	Pupils	Academy Personnel	Parents/carers	Governors	Academy Volunteers	Academy Visitors	Wider Academy Community

Question	Equality Groups																		Conclusion							
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
		✓			✓			✓			✓			✓			✓			✓			✓		Yes	No
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			Yes	No
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			Yes	No

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date