

# Critical Incident Management Plan (CIMP)

## Clonturk Community College



# CDET B

An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath  
City of Dublin Education and Training Board

### RECORD OF ISSUES AND AMENDMENTS

**Title: Critical Incident Management Plan**

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**Approved By: Anne Phelan, Chairperson, BOM, 27<sup>th</sup> February 2020**

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## **Acronyms**

AGS: An Garda Siochana

BOM: Board of Management

CDETB: City of Dublin Educational and Training Board

CIMP : Critical Incident Management Plan

CIMT: Critical Incident Management Team

DoECLG: Department of Environment, Community and Local Government

HSE: Health Service Executive

IMO: Information Management Officer

NEPS: National Educational Psychological Service

PRA: Principal Response Agencies (Gardaí, HSE, Local Authorities)

PES: Principal Emergency Services (Gardaí, HSE Ambulance Service, Fire Service)

RTA: Road Traffic Accident

SEC: State Examinations Commission

SPHE: Social, Personal and Health Education

SST: Student Support Team

## 1.0 BACKGROUND AND CONTEXT:

Clonturk Community College promotes a happy and caring school environment where students are encouraged and supported to reach their full potential. The learning in Clonturk Community College centres on a positive environment, with a strong emphasis on the promotion and reward of positive behaviours. Clonturk provides a caring and safe environment for our students where the values of respect, fairness, kindness, ambition, pride, self-discipline and hard-work will be expected from all of us.

The Board of Management through the Principal has drawn up a Critical Incident Management Plan as one element of the school's policies and plans and to comply with the Safety, Health & Welfare at Work Act 2005. This Critical Incident Management Plan has been prepared to put in place clear and unambiguous procedures and assigned responsibilities to deal with emergency situations and incidents of a serious and exceptional nature that can have significant impacts on the services and operations of this organisation. These events could attract high levels of attention from the community and media.

The aim is to establish a Critical Incident Management Team (CIMT) to steer and guide the development and implementation of the plan. It is recognised that it is not possible to cover all scenarios in this plan.

The management and staff of Clonturk Community College define a critical incident as *any incident or sequence of events which overwhelms the normal coping mechanisms of the school and serious disruption occurs. These incidents may involve a threat to, or result in, loss of life and / or property and have the effect (if not managed effectively) to damage the image and reputation of the school and CDETB.* Critical incidents may involve one or more students or staff members, or members of our local community and in some circumstances may constitute an emergency.

The Critical Incident Management Plan aims to put in place and test procedures that can deal in an orderly, effective and efficient manner, event scenarios of a non-predictable and non-operational nature. These events may arise from the activities of this organisation or from unusual and unpredictable external events or situations. Many events and scenarios are unpredictable and cannot be mitigated or avoided.

It is recognised that an emergency situation can be a critical incident for a school or Centre and may also be beyond the normal coping mechanisms of the Principal Emergency Services (PES). In some serious incidents where extra resources are required, the PES may declare a Major Emergency.

*A Framework for Major Emergency Management 2006* defines a major emergency for the PES as follows:

A Major Emergency is any event which, usually with little or no warning, causes or threatens death or injury, serious disruption of essential services or damage to property, the environment or infrastructure beyond the normal capabilities of the principal emergency services in the area in which the event occurs, and requires the activation of specific additional procedures and the mobilisation of additional resources to ensure an effective, co-ordinated response.



## 2.0 RISK ASSESSMENTS: LIKELIHOOD, SEVERITY, AND CONTROLS

Risk can be thought of as a possible loss or other adverse consequence that has the potential to impact on the CDETB's ability to achieve its objectives and fulfil its mission. Risk is the likelihood, great or small, that someone will be harmed by the hazard, together with the severity (impact) of the harm suffered.

Risks can be:

- Strategic
- Operational
- Financial
- Reputational.

Managing risk increases the probability of success and reduces the possibility of failure.

The risks are identified through a risk assessment, (template referred to in Appendix 1) and these may include:

- The death of a member of the school community through accident, violence, suicide or suspected suicide or other unexpected death
- Suicide threat
- An intrusion into the school or threat to the school such as a bomb scare
- An Infectious or communicable disease on-site for example, meningitis, TB, mumps, pandemic influenza, swine flu, anthrax, legionella outbreak, etc.

- An accident involving members of the school community – workplace accident, sports injury, RTA, site visits, school trips, international travel, study groups, etc.
- An accident/tragedy in the wider community
- Serious damage to the school building through fire, flood, explosion, severe weather, natural disaster, vandalism, aircraft crash, prolonged loss of critical utility etc.
- The disappearance of a member of the school community e.g. on a school tour or activity
- Suspected food, beverage or water contamination
- Discover of suspicious device or parcel on-site
- Riot, civil unrest or major unplanned protest
- Hostage taking, kidnap incident or threat to life
- Release of toxic gas, chemical or radioactive substance or other airborne contaminant
- Serious assault
- Sexual assault
- Financial Risk / Legal Risk / Social Risk / Business Continuity / Contractual

### **3.0 AIM OF THE CRITICAL INCIDENT MANAGEMENT PLAN:**

The aim of the CIMP is to help school management and staff to react quickly and effectively in the event of an incident, to enable them to maintain a sense of control and composure and to ensure that appropriate support is offered to students and staff. Having a good plan should also help ensure that the effects on the students and staff will be limited. It should enable an effective return to normality as soon as possible and maintain business continuity if deemed appropriate.

### **4.0 CREATION OF A COPING SUPPORTIVE AND CARING ETHOS IN THE FACILITY:**

Systems should be in place to help to build resilience in both staff and students, thus preparing them to cope with a range of life events. These include measures to address both the physical and psychological safety of the school community. Teachers and SNAs in CDETBS have access to Employee Assistance Service (EAS) through Spectrum/Life

# Welcome to Spectrum.Life

Your Employee Assistance Service (EAS) and Wellbeing App!

## What is the Employee Assistance Service (EAS)?

The Employee Assistance Service (EAS) is a confidential counselling service. It provides support to employees, in addition to their spouse, civil partner or dependant, where the family member can be described as a person over the age of 18 and residing in the family home.

Our EAP is available 24/7, 365 days a year covering numerous topics such as; counselling, infertility & pregnancy loss, elder care support, parent coaching, international employee support, legal information, financial information and more.

**Access the EAS directly:**

**Teacher and SNA Phone Number:**

**1800 411 057**

**Phone Number for All Other Staff**

**1800 814 243**

**WhatsApp & SMS: Text 'Hi' to 087 369 0010**

## 5.0 PHYSICAL SAFETY:

There are a number of measures the school takes to ensure the physical safety of all members of our school community whilst attending school. These include:

- Establishment of a Health and Safety Team
- Health and Safety Officer
- First Aid Responder Training
- Evacuation plan formulated for built environment and signage in rooms plus names of contact persons
- Fire drills
- Fire exits and extinguishers are regularly checked
- Classroom doors have windows installed
- Facilities for visually impaired / deaf / incapacitated
- Supervision Duties carried out by staff
- Among many others – refer to Written Risk Assessment

## 6.0 PSYCHOLOGICAL SAFETY:

The management and staff will also use available programmes and resources available from CDETB Psychological Service – consultative support on call - to address the personal and social development of students, to enhance a sense of safety and security in the school and to provide opportunities for reflection and discussion.

Social, Personal and Health Education (SPHE)

- This subject allows our teachers to address issues such as grief and loss; communication skills; stress and anger management; resilience; conflict management; problem solving; help-seeking; bullying; decision making and prevention of alcohol and drug misuse.
- Promotion of mental health is an integral part of this provision with a *whole school policy guidance plan on well-being in schools*. The school has received an Amber Flag. Specifically:
  - Staff has access to training for their role in SPHE
  - Staff are familiar with the Child Protection Guidelines and Procedures and details of how to proceed with disclosures and their role as a Mandated person
  - Information is provided on mental health in general and such specific areas as signs and symptoms of depression and anxiety
  - Staff are informed in the area of suicide awareness and some are trained in interventions for suicidal students
  - The school has developed links with a range of external agencies – see Learning and Language Plan and Guidance Plan
  - Inputs to students by external providers are carefully considered in the light of criteria about student safety, the appropriateness of the content, and the expertise of the providers. (See Section 7 of Responding to Critical Incidents: Guidelines for Schools)



- The school has a clear policy on bullying and deals with bullying in accordance with this policy – see Ant-iBullying Policy.
- There is a student support team in place
- Students who are identified as being at risk are referred to the designated staff member (e.g. guidance counsellor or support teacher), concerns are explored and the appropriate level of assistance and support is provided. Parents are informed, and where appropriate, a referral is made to an appropriate agency
- Staff are informed about how to access support for themselves regularly by the Principal

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

A CIMT has been established in line with best practice. The members of the team are (name them and include mobile numbers) were included on a voluntary basis and will retain their roles for at least one school year. The members of the team will meet annually to review and update the policy and exercise the plan. Each member of the team has a dedicated critical incident folder. This contains a copy of the policy and plan and materials particular to their role, to be used in the event of an incident.

### **The duties and responsibilities of the CIMT are as follows**

- To convene and quickly agree on the appropriate actions to adopt for the incident so as to minimise the impact on students, staff, the organisation and the wider community that may be affected. Alert the Principal Emergency Services (999 or 112) if not already done and inform CDET Head Office
- To assign responsibilities in line with the CIMP
- Confirm functional areas of responsibility and assign alternates if applicable
- Liaise with PES and follow their professional advice
- Instigate cordons if appropriate with PES advice – specifically An Garda Siochana (AGS)
- Begin populating the Information Management Boards to record the facts – Recognised Current Situation
- Nominate a CIMT member to attend the incident location (if appropriate) and report back to it
- Record a suitable message on telephone answering system and website
- Decide on evacuation if appropriate and mechanism to expedite same to assembly points – take PES advice on this – specifically AGS and Fire Service. Note that it may not be safe to evacuate the building if there is an external threat
- Identify Key Issues, Strategic Aims & Priorities, Actions – record on IMO Boards
- Monitor media – RTE News, Sky News, etc.
- Report the incident to the Health and Safety Authority
- To prepare and issue appropriate communications to all stakeholders including press and media. Clear all such statements with Communications Officer and CEO
- Decide if a press conference is appropriate
- To agree a schedule of ongoing meetings to review progress
- Attend to the welfare requirements of the CIMT – food, drinks, rest breaks

- On conclusion of the incident to agree follow up actions, de-briefs and to provide a report to the CDETБ and BOM



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**The CIMT members are as follows:**

- Team Leader

Team Leader 1: Wesleigh O’Hagan

Team Leader 2: Corinne O’Toole

- Information Management Officer

Team 1: Anna Whyte

Team 2: Kathy Barrett

- AGS, HSE, Fire Service Contact Person

Team 1: Paul Evans (Porter)

Team 2: Stephen O’Reilly (GO)

- Staff Contact

Team 1: Sandra McDonnell

Team 2: Kate Horan

- Student Contact

Team 1: David Neary

Team 2: Claire Colgan

- Parent Contact

Team 1: Siun Mulrennan

Team 2: Linda Rowden

- Agencies

Team 1: Darren Murray

Team 2: Kate Geoghegan

Team 1:

- Media Liaison Officer
- Administrator
- CDETБ Psychological Service

CDETБ: Director of Schools  
Office Staff  
Winstead on call

## **8.0 KEY ROLES:**

### **8.1 The Team Leader**

- Alerts the team members to the crisis and convenes a meeting. Chair's the meeting
- Co-ordinates the tasks of the team and leads the team
- Liaises with the Board of Management, CEO, DES, CDET B Psychological Service etc.

#### **Initial Actions Aide Memoir for CIMT and Team Leader**

- Gather accurate information
- Who, what, when, where, how, why?
- Inform Head Office CDET B of incident and update as required
- Convene a CIMT meeting – specify time and place clearly
- Contact external agencies
- Arrange supervision for students
- Hold staff meeting
- Agree schedule for the day
- Inform students – (close friends and students with learning difficulties may need to be told separately)
- Compile a list of vulnerable students
- Contact/ liaise /visit the bereaved family
- Prepare and agree media statement and deal with the media effectively – liaise with Communications Officer and CEO
- Inform parents
- Hold end of day staff briefing

#### **CIMT Medium Term Actions:**

- Convene a CIMT meeting to review the events of day 1
- Meet external agencies
- Meet whole staff
- Arrange support for students, staff, parents
- Visit the injured
- Liaise with bereaved family regarding funeral arrangements
- Agree on attendance and participation at funeral service
- Make decisions about school closure

#### **CIMT Follow-Up Actions Longer Term:**

- Monitor students for signs of continuing distress
- Liaise with agencies regarding referrals
- Plan for return of bereaved student(s)
- Decide on memorials and anniversaries
- Review response to incident and amend plan – hold a 'hot' de-brief and then a more considered review at a later time

## **8.2 Information Management Officer (IMO)**

- Marks up the Information Management White Boards. This person is a vital part of the team and is expected to interact with and brief all attendees and visitors to the Critical Incident Room. The IMO should also photograph the boards for record and report purposes.

## **8.3 An Garda Siochana, HSE Ambulance Service, Fire Service liaison**

(This may be seen as part of the team leader's role)

- Liaises with the Principal Emergency Services
- Ensures that information about deaths or other developments is checked out for accuracy before being shared

## **8.4 Staff liaison**

- Leads briefing meetings for staff on the facts as known, gives staff members an opportunity to express their feelings and ask questions, and outlines the routine for the day
- Advises staff on the procedures for identification of vulnerable students following consultation with Psychological Services
- Provides materials for staff (from their critical incident folder)
- Keeps staff updated as the day progresses
- Is alert to vulnerable staff members and makes contact with them individually
- Advises them of the availability of the Employee Assistance Service (EAS) and gives them the contact number

## **8.5 Student liaison**

- May co-ordinate information from tutors and year heads about students they are concerned about
- Alerts other staff to vulnerable students (appropriately)
- Provides materials for students (from their critical incident folder)
- Keeps records of students seen by external agency staff
- Looks after setting up and supervision of 'quiet' room where agreed

## **8.6 Community/agency liaison**

- Maintains up to date lists of contact numbers of
  - Key parents, such as members of the Parents Council

- Emergency support services and other external contacts and resources
- Liaises with agencies in the community for support and onward referral
- Is alert to the need to check credentials of individuals offering support
- Co-ordinates the involvement of these agencies

### **8.7 Parent liaison**

- Visits the bereaved family with the team leader
- Arranges parent meetings, if held
- May facilitate such meetings, and manage 'questions and answers'
- Manages the 'consent' issues in accordance with agreed school policy
- Ensures that sample letters are typed up, on the school's system and ready for adaptation
- Sets up room for meetings with parents
- Maintains a record
- Meets with individual parents
- Provides appropriate materials for parents (from their critical incident folder)

### **8.8 Media Liaison Officer (Communications Officer)**

#### **(Inform, Reassure, Appeal)**

- In advance of an incident, will consider issues that may arise and how they might be responded to (e.g. students being interviewed, photographers on the premises, etc.)
- In the event of an incident, will liaise with the CEO, BOM, SEC, relevant teacher unions etc.
- Will draw up a press statement; give media briefings and interviews (as agreed by Team Leader, BOM, Communications Officer and CEO, CDET)

### **8.9 Administrator**

- Maintenance of up to date telephone numbers of parents or guardians, teachers, PES
- Takes telephone calls and notes those that need to be responded to
- Ensures that templates are on the schools system in advance and ready for adaptation

- Prepares and sends out letters, emails and faxes
- Photocopies materials needed
- Maintains records of all incoming calls and assists the IMO

### **8.10 CDETB Psychological Services**

- Help school management to assess the significance and impact of the event in a planning context
- Consults with staff to identify and support vulnerable students
- Provides support, information and advice to staff liaison
- Provides an orientation support session / intervention triage assessment for staff
- Provides support and guidance to parent liaison
- In consultation with student liaison identifies appropriate student supports, reviews their needs and facilitates possible onward referral

### **8.11 Record keeping**

In the event of an incident each member of the team will keep records of phone calls made and received, letters sent and received, meetings held, persons met, interventions used, material used etc.

The school secretary (name the person) will have a key role in receiving and logging telephone calls, sending letters, photocopying materials, etc.

### **8.12 Confidentiality and good name considerations (Corporate Reputation)**

The management and staff of (name) have a responsibility to protect the privacy and good name of the people involved in any incident and will be sensitive to the consequences of any public statements. The members of the school staff will bear this in mind, and will seek to ensure that students do so also. For instance, the term 'suicide' will not be used unless there is confirmed information that death was due to suicide, and that the family involved consents to its use. The phrases 'tragic death' or 'sudden death' may be used instead. Similarly, the word 'murder' should not be used until it is legally established that a murder was committed. The term 'violent death' may be used instead.

## **9.0 CRITICAL INCIDENT ROOMS:**

The Deputy Principals Office in Block B will be the designated Critical incident room. The following equipment and systems would be required in the Critical Incident Room.

- ✓ A PC / iPads / other devices
- ✓ A printer plus adequate paper
- ✓ Landline phone connections
- ✓ High Visibility vests
- ✓ A universal mobile phone charger
- ✓ Torches
- ✓ Copies of the CIMP
- ✓ White Board markers and permanent markers for flip charts
- ✓ IMO Boards x 4 ( either on foldable stands or mounted on fixed brackets on walls)
- ✓ Desks and chairs as required
- ✓ Tissues
- ✓ Water and refreshments
- ✓ Site plans and maps of area – in Principals Office but can be moved
- ✓ Loud speaker/hailer/public address system
  
- ✓ *Name the room for staff meetings – General Purpose Room – Block B*
- ✓ *Name the room for student interactions – General Purpose Room – Block B*
- ✓ *Name the room for parents – General Purpose Room – Block B*
- ✓ *Name the room for individual sessions with students – Guidance Office*
- ✓ *Name the room for visitors – Computer Room – Block A*
- ✓ *Car parking or alternative car parking arrangements if necessary – Whitehall Car Park*

## **10.0 CONSULTATION AND COMMUNICATION CIMP:**

The College's final policy and plan in relation to responding to critical incidents has been presented to all staff

Each member of the Critical Incident Management Team has a personal copy of the plan

All new and temporary staff will be informed of the details of the plan by (Name of team member)

The CIMP will be updated annually by the Principal;

Website update information (people will be guided and refer to website for updated information)

## **Appendix 1: Risk Assessment Templates for Critical Incidents:**

Risks can be:

- Strategic
- Operational
- Financial
- Reputational

Risk on a macro level can be thought of as a possible loss or other adverse consequence that has the potential to impact on the CDETB's ability to achieve its objectives and fulfil its mission

Risk on a micro level is the likelihood, great or small, that someone will be harmed by the hazard, together with the severity of the harm suffered

Managing risk increases the probability of success and reduces the possibility of failure

Risk Assessment Templates are available on the CDETB Master Safety Statement internet based software system now rolled-out to all facilities

## **Appendix 2:**

### **Crisis Incident Management Team Contact Details:**

*See VSware*

## **Appendix 3:**

### **Protocol for Bomb Scares:**

It is very important that a telephonist or staff member on receipt of a bomb threat should not panic. In order to reduce confusion and assist appropriate authorities, every effort should be made to obtain and record the following information:

1. Note the exact time of call and note caller id if present
2. Note the exact words of the threat – particularly the alleged location of the bomb and when it is going to explode
3. ASK:
  - Where is the bomb now?**
  - What does it look like?**
  - When is it going to explode?**
  - Who planted it?**
  - Why was it planted?**



4. Note whether the voice is male or female
5. Note the accent of the caller
6. Note whether the caller sounds intoxicated
7. Note any background noises – traffic, music, voices, etc.
8. Note if the voice is familiar – Who?
9. Note the time the caller hung-up

Notify the Principal and contact An Garda Siochana using 112 or 999

## **Appendix 5:**

### **Fire Safety Management Programme & Emergency Evacuation Plans:**

Please refer to CDETB Master Safety Statement: *Fire Safety Policy*.

#### **The programme incorporates arrangements for:**

- Fire Prevention and Fire Drills
- Hazards and Fire Classification
- Instruction and Staff Training
- Fire protection equipment maintenance
- Maintenance of Fire Safety Register
- Provision of information to building users

It is the responsibility of the Team Leader to ensure that all staff and students are informed of and drilled in the **Emergency Evacuation Plan** in the facility.

#### **Immediate Actions Fire:**

##### **If you discover a fire:**

1. Immediately operate the nearest fire alarm point.
2. Attack fire if possible with appliances provided but without taking personal risks.
3. Confirm that Fire Service has been called, as detailed below.

##### **On hearing fire alarm: Dial 112 or 999**

Ask for Fire Service

Answer the ERCC Controller calmly and clearly giving as much detail as possible on fire location and nature of incident.....

**DO NOT REPLACE RECEIVER UNTIL ADDRESS HAS BEEN REPEATED BY ERCC CONTROLLER**

**4. Leave the building and report to the designated assembly point via the nearest available exit**

- DO NOT USE LIFT
  - DO NOT STOP TO COLLECT PERSONAL BELONGINGS
  - DO NOT RE-ENTER BUILDING UNTIL ALL CLEAR IS GIVEN

**The Duties of the Fire Warden include:**

- To carry out regular checks of their designated areas for fire hazards.
- To check that the fire exit doors in their area can open and are free from obstruction.
- To periodically check that fire extinguishers in their designated area are in place and have not been tampered with. Note inspection and replacement dates on extinguishers.
- In the event of a fire alarm, bomb scare or drill, ensure that staff in your designated area makes their way towards the nearest fire exit.
- Leave the building by the nearest fire exit, closing all doors behind you.
- Report to the Health and Safety Officer saying, “the \_\_\_\_\_ (name of office) is clear”.
- Do not allow anyone to use the lift.
- Do not allow anyone to stay inside the building.
  
- Ensure that nobody leaves the grounds or tries to re-enter the building.

**Fire Wardens:**  
Wesleigh O’Hagan  
Corinne O Toole  
Paul Evans