**The Eden SDA School**

**Critical incident policy**

**Purpose:** To prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied.

**Approval Body:** Board of Governors

**SLT Lead Person:**

**Lead Governor for Policy:** Mrs Laura Osei

**Date of Approval:**

**Last Review Date:** July 2018

**Proposed reviewed Date:**  July 2019

**RATIONALE**

A critical incident can be defined as

+a sudden, unexpected and tragic event or sequence of events which causes trauma and confusion within a school community and which overwhelms its normal coping mechanism.

It may affect pupils, staff, parents and governors, may relate directly to the safety of the school community or may involve an incident beyond the school premises.

As a critical incident is likely to have a severe impact upon the school, both in the short and long term, our aim is to ensure that school strategies and procedures are in place to protect the physical and emotional wellbeing of every member of the school community.

**EXAMPLES OF CRITICAL INCIDENTS**

A critical incident is likely to involve death or serious injury to one or more members of the school community and, or, their families either at school, journeying to or from school, participating in a school related activity, at home or in some other context.

**In School:**

* The death of a student or member of staff through natural causes
* An accident involving a student or member of staff
* A deliberate act of violence such as knifing or the use of a firearm
* A school fire or an explosion in a laboratory

**Out of School:**

* Deaths or injuries through accidents
* Suicide
* Civil disturbances

**PURPOSE**

* To ensure that swift and appropriate action is taken in the case of the school being made aware that a critical incident has occurred
* To ensure that the welfare of pupils and staff is paramount
* To ensure that the school responds in a sensitive, consistent and effective manner which reduces confusion, panic and extreme emotion
* To have in place a Critical Incident Management Team, the membership of which is known to all relevant parties (see Appendix 1)
* To have in place a Critical Incident Management Plan, the details of which are familiar to all relevant parties (see Appendix 2)
* To maintain normality, as far as possible, in parts of the school which are not affected and to restore normality as soon as possible to the parts which are affected
* To have immediate access to all relevant contact details (including outside agencies)
* To offer sensitive, non-intrusive support in the short and medium term to all those affected directly or indirectly by the incident

**GUIDELINES FOR MANAGING A CRITICAL INCIDENT**

* The Head teacher will take charge of the school’s response. In the case of the Head teacher being unavailable, the members of the Critical Incident. Management Team (CIMT) will take charge. The Head teacher’s office will be the central liaison point.
* The CIMT will assess immediate practical needs.
* The CIMT will contact next of kin of those directly involved if required.
* A short simple statement of facts will be prepared by the Head teacher or the deputy head teacher (see Appendix 3).
* All contacts from the media will be dealt with by the Chair of Governors or the Head teacher.
* Secretarial staff taking incoming calls will use a statement agreed byte CIMT.
* When necessary, all members of staff will be informed and will beguiled in relation to informing pupils.
* The CIMT will determine the involvement of parents if appropriate.
* Short and long term support will be offered to those affected.
* There will be an evaluation of the way in which the incident was dealt with.

**APPENDIX 1**

**MEMBERS OF THE CRITICAL INCIDENT MANAGEMENT TEAM**

* Head teacher
* Deputy Head teacher
* Senior Teachers
* School Chaplain
* Chair of Board of Governors or other member in his/her absence

(Other members of staff may be additional members of the CIMT as and when required. One/two members of staff may be asked to take responsibility for the normal running of the school whilst the CIMT is engaged in dealing with the incident.)

**APPENDIX 2**

**CRITICAL INCIDENT MANAGEMENT PLAN**

**Preventative Strategies**

* Regular review of relevant policies e.g. Health and Safety
* First Aid training
* Fire Drills
* PSE Programme

**Preparation for the Eventuality of a Critical Incident**

* A Critical Incident Report Booklet will be drafted
* Members of the CIMT will have ready access to pupil, staff and governor contact details
* Members of the CIMT will have a register of emergency services and relevant outside agencies (See Critical Incident Report Booklet)
* Relevant members of the secretarial staff will have a register of emergency services and relevant outside agencies (See Critical Incident Report Booklet)
* In the case of the site having to be evacuated, venues to which pupils will be taken will be identified (see Appendix 4)
* Opportunities to explore sensitive issues such as tragedy and death will be built into the PSE and pastoral programmes

**In the Event of a Critical Incident:**

**Initial Response**

* The Principal should be contacted first (if not available then the Deputy head)
* The Principal (Deputy head) should seek to clarify from relevant sources the nature and circumstances of the incident
* The CIMT will meet at the earliest opportunity and agree on procedures for managing the critical incident (See Appendix 5)
* If the incident is on site, health and safety measures will be put in place and the emergency services contacted

**Longer Term Issues**

* School structures and routines will be re-established
* Supportive strategies for pupils and staff will be implemented
* There will be ongoing contact with parents
* Actions taken will be reviewed and policies amended if appropriate
* The PSE and pastoral programmes will be reviewed
* Staff will be mindful of anniversaries and other special dates

**The use of appropriate outside agencies is crucial to providing long-term support as is the use of appropriately trained members of staff who are known to those in need of help.**

**STAFF TRAINING**

|  |  |  |
| --- | --- | --- |
| **NAME** | **COURSE** | **VENUE & DATE** |
|  |  |  |
|  |  |  |
|  |  |  |

**APPENDIX 3**

**SAMPLE ANNOUNCEMENTS**

**After a known fatality.**

*We are taking this time to think about ………………………………, a Year? Child who died last night in a road traffic accident. ……………………… was travelling with her family to …………………… We do not know any details about the accident at this time except that the rest of the family is safe and no one is injured seriously .…………………….’s funeral is being held at ………………… on ……………………… A funeral is a special time to remember a person who has died. The school will let your families know about the specific time and address of the funeral in a written note which will be sent home tomorrow.*

*Let’s take a moment of silence to think of …………………………, to remember all the good things about her, and to say goodbye. In our silence we will express our loving thoughts.*

**After a suspected suicide…**

*A tragedy has happened. …………………………, a Year ..... pupil, has died suddenly.*

*Details of ………………….’s premature death will not be released to protect the privacy of family members. You will be given information about funeral arrangements as soon as possible.*

*This kind of tragic news is hard to accept. You may experience many feelings within the next few days. Everyone deals with loss differently. It is important to respect the way others grieve. Counsellors are available in………...... Feel free to arrange to go and talk to the counsellors. They want to listen to your feelings and concerns.*

**Sample Press Release 1**

*Date*

**School grieves sudden death of pupil**

As reported by the PSNI, a pupil at ……………………………. School died tragically on …………………. The circumstances of …………………………’s death are not known at this time and an investigation is currently ongoing.

This is a tragic loss to ………………………….’s family and to our school community. To assist in supporting our staff and pupils through this time of grief, additional trained staff from the ELB’s Critical Incident Response Team have been assigned to the school to provide support.

A letter has been sent by the school to parents, informing them of this incident and providing information on the support services available through the school.

A special assembly to remember ………………………… has been arranged for

……………………….

Contact: ……………………

Principal ……………………………

School at ………………………………

**PRO FORMA LETTER (for parents)**

'With great regret, we have learnt of the death/deaths of ....................... and we extend our deepest sympathy to the family circle.

**PREPARED STATEMENT FOR MEDIA**

We are sorry to learn of the tragic……………………………….of

................................................

We hope at this time the school would be given the privacy needed to support our pupils at this difficult time, etc

NB: If the Principal wishes to comment about the pupil, they may want to gain permission from the family to include:

* Sporting achievements
* Musical talents
* Academic success
* Personal attributes

**SAMPLE LETTER TO PARENTS**

Date:

Dear Parent/ Carer

It is with great sadness that I have to tell you of the sudden death of NAME, (a pupil in Year XX/ a Year XX Teacher/ Learning Support Assistant, etc). The children were told this morning by their class teacher/ Head teacher at assembly.

NAME died of (an asthma attack, meningitis etc) and the children have been assured this is something that does not happen very often. Your child may or may not want to talk about it but it is likely that he/ she will need extra love and support from you in the days ahead. This does not mean that anything is wrong with him/ her. It only means that this traumatic event has been too powerful for him/ her to deal with on his/her own. He/ she may be feeling anxious. Take time to listen to your child and try to provide a predictable routine for him/ her at home. Avoid too many absences to start with.

We have enclosed an information leaflet for you which may be useful at this time.

Trained staff from the ELB’s Critical Incident Response Team are helping to support us through this difficult time. It is sometimes necessary for a member of the team to speak to a class or individual pupils who may be distressed. He/ she will be guided by the Head teacher/ class teacher in this.

If you do not wish your child to receive such support from the team please contact us immediately.

We are deeply saddened by this great loss but are trying, for the children’s sake, to keep the school environment as normal as possible. Our thoughts are with NAME’s family at this tragic time and the school community sends them sincerest sympathy and support.

NAME’s funeral is on DAY/ DATE at TIME am/pm at (Name of Church or Crematorium). We are in touch with the family regarding their wishes for the school’s representation at the Service.

**APPENDIX 4**

**In the event of having to evacuate the school premises the following emergency areas have been arranged:**

**Early Years Department – Holcombe Road**

**Years 1 & 2 - Holcombe Road**

**Years 3 & 4 - Holcombe Road**

**Years 5 & 6 - Holcombe Road**

Class Teachers and classroom assistants will supervise the evacuation of their respective classes and ensure a safe and orderly passage to the above areas.

**RESPONSIBLE FOR REGISTERS, LATE BOOK, LIST OF**

**CLASSES OUT OF SCHOOL, LIST OF PUPILS OUT OF**

**SCHOOL (PERMISSION SLIPS)**

Admin staff

**APPENDIX 5**

**Procedures for Critical Incident Management**

**Head teacher**

* Seeks clarification
* Summons the CIMT to inform of incident
* Prepares relevant statements/letters
* Liaises with relevant staff
* Ensures the physical and emotional wellbeing of pupils

**Office Admin staff**

* Ensures phone lines are operative
* Calls emergency services if appropriate
* Ensures health and safety measures are in place

**Deputy Head**

* Convenes and informs staff
* Arranges staff cover if appropriate

**Chair of Governors & Chaplain (Pastoral)**

* Contacts external agencies
* Contacts relevant parents

**Critical Incident Report Booklet**

Information received from: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact details: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of person informed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Information passed to: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Name of person with overall responsibility)

Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Details of incident received so far:-**

|  |
| --- |
|  |

**Unconfirmed reports:**

|  |
| --- |
|  |

**Details of people known to be involved:-**

|  |  |  |  |
| --- | --- | --- | --- |
| **NAME** | **INVOLVEMENT** | **KNOWN/SUSPECTED** | **CONTACT DETAILS** |
|  |  |  |  |
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**Staff members on Critical Incident Response Team (CIRT):-**

|  |  |  |
| --- | --- | --- |
| **NAME**  | **POSITION** | **MOBILE NUMBER** |
| **LAURA OSEI** | **HEAD TEACHER** | **07930 758341** |
| **LYNTHIA GRANT** | **DEPUTY HEAD** | **07824 439740** |
| **LYNDON WOODS** | **ADMIN OFFICER** | **07920 280771** |
| **PASTOR RAY PATRICK** | **SCHOOL CHAPLAIN** | **07950418127** |
| **GINA ABBEQUAYE** | **EDUCATION DIRECTOR** | **07956 428 465** |
| **BERTON SAMUEL** | **CHAIR OF GOVERNORS** | **07904333794** |

**Essential Tasks – Checklist**

**Stage 1**

Central Information Point is the Principal’s Office

**1. Hold a meeting of CIMT to assess the ongoing danger**

**Done: Time:** \_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_

**2. Allocate roles to staff members**

|  |  |  |  |
| --- | --- | --- | --- |
| **ROLE** | **PERSON RESPONSIBLE** | **MOBILE NUMBER** | **ALTERATIONS** |
| Phone calls | **Lyndon Woods** |  |  |
| Staff briefing | **Laura Osei** |  |  |
| Pupils | **Lynthia Grant** |  |  |
| Parents | **Laura Osei** |  |  |
| Media | **Berton Samuel** |  |  |
| Practical arrangements(eg. Staff cover) | **Laura Osei** |  |  |
| Secretarial staff/ emergency Services/ Health & Safety | **Lyndon Woods****Akwasi Agyemang** |  |  |

**Done: Time: \_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_**

**3. Inform key people and seek support as appropriate:**

|  |  |  |
| --- | --- | --- |
| **List of key contacts** | **Phone number** | **Done**  |
| Chair of Governors | 01923 23 27 28 |  |
| Fire / Ambulance /Police | 999 |  |
| North Middlesex Hospital |  |  |
| School Chaplain |  |  |
| Crisis/Bereavement Service |  |  |
| Childline | 0800 1111 |  |
| Samaritans  | 08457 909090 |  |
| Child Death Helpline  | 0800 282986 |  |
| NSPCC  | 028 90351135 |  |
| Educational Psychologist |  |  |
| Education Welfare Officer |  |  |
| South England Conference | 01923 23 27 28 |  |
| SEC Media | 01923 23 27 28 |  |
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**4. Brief all staff.**

Think - Clear information

Advice regarding how to inform & support pupils

Team working & practical arrangements

Support for staff

**Done: By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**5. Inform all pupils.**

Think - Clear language (no euphemisms)

 Dispel rumour

 Offer support

 Age appropriate

Are there pupils more closely affected who need to be informed separately or in a small group?

**Done: By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**6. Make contact with parents as appropriate.**

Think – by phone

by letter

visit to home ?

**Done: By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**How? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**7. Contact with Media (if appropriate).**

Think - prepared statement

measured tone

**Done: By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**How? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**8. Debrief staff at the end of Stage 1.**

Think - thank staff

advise about self-care

info about next day

**Done: By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**9. Meeting of CIMT**

**Done: Time: \_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Stage 2**

1. **Record any further information/details/contacts that have come to light since yesterday –**

|  |
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|  |

**Done: By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. Plan for cover / flexible timetable / appropriate rooms/**

**Refreshments etc as necessary.**

**3. Brief staff on morning of Stage 2**

 Think - Practical arrangements

 Support for pupils

 Self-care

**Done: By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**4. Pupils**

* Providing further information (as appropriate).
* Showing care and support.
* Providing comforting routine and predictability.
* Allowing pupils some involvement / outlet.
* e.g. cards / drawings / poems / ceremonies.

**Details of action taken:-**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Pupil/Group of Pupils** | **Action Taken** | **By Whom** | **Time** | **Date** |
|  |  |  |  |  |
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**Person responsible \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_**

**5. Parents**

* Providing further information (as appropriate) eg. Letter/meetings etc

**Details of action taken:-**

|  |
| --- |
|  |

**Person responsible \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_**

**6. Debriefing staff at end of Stage 2.**

 Think - Ongoing practical arrangements

Longer term monitoring of pupils who may be at risk.

 More detailed self-care advice.

**Done: By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**7. DebriefingCIMT at end of Stage 2.**

**Done: Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Essential Tasks – Checklists

**Longer Term Actions**

**1.** Funerals , services, rituals and ceremonies (e.g. memory books, art work, school event, planting tree)

**2.** Re-establishment of feelings of safety and predictability among school community.

**3.** Ongoing support of pupils and staff.

**4.** School support for families affected by the incident.

**5.** Ongoing monitoring of children who may be having difficulties –providing support and referring on as necessary.

|  |  |
| --- | --- |
| **Potential Referral Agencies** | **Telephone number** |
| In School Counsellors |  |
| G.P (through Parent) |  |
| Education Welfare |  |
| Educational Psychology |  |
|  |  |

**Details of referrals made as a direct result of this incident:-**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of child | Referred to | Referred by | Date ofreferral | Outcome |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Person responsible for the above referrals:

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (probably SENCO)**

**6.** Ongoing support of staff on stress/bereavement coping, through

meetings/talks/referral to staff support agencies.

**Details of action taken:-**

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| --- |
|  |

**Person responsible \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**7.** Anticipate events / anniversaries / reminders that may be difficult or

upsetting in the future and plan to support staff and pupils.

**Details of action taken:-**

|  |
| --- |
|  |

**REFLECTION**

**(To be completed 6 weeks after the event)**

Details of key lessons learned through management of this event.

|  |
| --- |
|  |

**Completed by:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Status:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (For the Board of Governors)**

**Date: \_\_\_\_\_\_\_\_\_\_**

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Head teacher)**

**Date: \_\_\_\_\_\_\_\_\_\_**