



# **Critical Incident Policy**

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Authors: G Alcock, L Chapman

This policy should be read in conjunction with the SENDAT policies for:

- Fire safety
- Health and safety
- Bereavement
- Behaviour and discipline

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## **1. CRITICAL INCIDENT PLAN - GENERAL**

There can be no rigid formula for responding to incidents, but broadly speaking, it has been assumed that where there is damage to premises, SENDAT will take the leading role in managing the crisis in collaboration with the school and other agencies.

Where the crisis is related to people, such as in the event of a death or serious injury, the assumption is that the school is likely to take the lead, with the support of SENDAT and the LA as necessary.

Handling crises is a normal part of school life. Some incidents however, are of a more critical and overwhelming character in which staff, students and Parents/Carers may experience acute, sometimes prolonged distress.

This plan is not intended to be prescriptive or to attempt to cover all possible events and should be read in conjunction with guidelines issued by Suffolk County Council / Norfolk County Council (the Local Authority).

A major fire at a weekend or a serious accident on a school trip each require different types and scales of response. However, there is evidence that where a school has anticipated a major critical incident and made plans for managing a response, it is likely to handle the actual event more effectively and confidently.

This plan will aim to identify:

- Who will assume key roles (see Appendix 2)
- That checklists and procedures are in place.
- That contact lists are accurate.
- That there is a clear framework for communications.
- That the response to a crisis will be more assured than that based on improvisation.

## **2. GENERAL PLANNING**

The Exec Head of School/ Head of School (HoS) and school Senior Leadership Team will be the "Critical Incident Management Team", unless one of them is not available and then it will be the Senior Residential Childcare Officer or the Office Manager in that order.

The Exec Head of School will also take a lead responsibility for liaison with the emergency services and the Local Authority in the event of a crisis. In the absence of the Exec Head of School the CEO of SENDAT will assign this responsibility to an appropriate senior colleague.

In the event of an emergency all staff will be notified as soon as is practically possible.

The school office will be the central liaison point for all incidents, as this is where the phone and internet connections are based. In the event of the school office being rendered unavailable by the incident, an alternative Incident Control venue will be identified.

In the aftermath of an incident there is the possibility of the school phone being inundated with incoming calls. The HoS/Exec Head of School's phone may need to be used as a dedicated out

going line. Alternatively, it may be most appropriate to use dedicated mobile phones to separate incoming and outgoing calls.

The Critical Incident Management Team will provide a factual statement including reassurance of action being taken at the incident site, to be given to callers such as parents and carers. Those dealing with incoming calls should read this statement, and avoid engaging in further discussion or speculation. Only the Exec Head of School/HoS, CEO and Local Authority are authorised to speak to the media (see below).

### **3. CONTACTING PARENTS/CARERS**

SENDAT schools will contact Parents/Carers in the event of a critical incident. Contact numbers are found on Arbor and in school main office, the sleeping- in information sheets. These are updated at least half termly or as and when needed.

If future planning is required, it may be necessary to invite Parents/Carers to attend a meeting. It might be necessary to choose a venue away from the public and press.

### **4. ESSENTIAL INFORMATION AND EQUIPMENT**

A “Battle Box” containing student personal information, medical information and contact details will be kept in the main office, to be removed from the building in the event of an emergency evacuation. The following additional items will be placed in the box if possible:

- School mobile phone and charger
- A torch
- Petty cash

An up-to date copy of the key contacts list (see Appendix 2) will also be kept in the box.

The first aid box from the main office will also be taken on evacuation.

### **5. INFORMATION MANAGEMENT**

There is some information that is vital to the running of the school which is held both on and off site. These include:

- Student and staff database.
- School financial accounts.
- Anything that is stored on the networked computers which includes most curriculum documents and policies.
- Premises and sites plan of the school including critical locations, copy of asbestos log book.

This information is now held with online systems and SharePoint

### **6. Lockdown procedures**

SENDAT Schools have a good level of external security including fencing, access control gates and doors, CCTV monitoring.

It is therefore extremely unlikely that a “Lockdown” is required due to situations such as an intruder onsite, terrorism etc.

It would not be helpful to students and staff to practice lockdown procedures as this would cause further trauma.

There are a number of procedures that can be used in the event of a “lockdown” being required

- Use the “emergency close” function on the door control systems. Some doors are battery controlled and not connected to the live system, but externally doors can be controlled centrally from the school office.
- Use of internal school phone to call, or page classrooms
- Use of “Walkie-Talkie” radios

Staff should be aware of “Run, Hide, Tell”

**Run** – if you are close to the incident move away from it, try to move students away.

**Hide** – move to a classroom and secure the door, if there is an intruder on sight it would be best to hide from sight of the door or windows, covering door vision panel and closing window blinds.

**Tell** – This could be notifying the office, members of SLT or the Police 999.



The poster is a black and white graphic with the following elements:

- Top Left:** Counter Terrorism Policing logo featuring a crown and a checkered pattern.
- Top Center:** The text "COUNTER TERRORISM POLICING" in white, bold, uppercase letters.
- Top Right:** The acronym "ACT" in large, white, bold, uppercase letters, followed by "ACTION COUNTERS TERRORISM" in smaller white, uppercase letters.
- Middle:** The text "IN THE RARE EVENT OF a firearms or weapons attack" in white, uppercase letters.
- Below Middle:** Three large, white, bold, uppercase words: "RUN", "HIDE", and "TELL".
- Below Words:** Three white icons on a black background: a running person, a hand holding a door handle, and a telephone handset.
- Bottom Section:** Three paragraphs of white text explaining each action:
  - RUN:** "to a place of safety. This is a far better option than to surrender or negotiate. If there's nowhere to go, then..."
  - HIDE:** "It's better to hide than to confront. Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can. Then finally and only when it is safe to do so..."
  - TELL:** "the police by calling 999."

## **7. POSSIBLE MAJOR INCIDENTS**

### **What is a critical incident?**

An incident that can take place at any time during the routine life of a school. Some examples may be:

1. Fire
2. Critical incidents in school/home (such as the death of a student, drug abuse, child abuse, etc)
3. Involving children
4. Involving adults
5. Involving behaviour difficulties
6. Critical incidents/accident on school trips, including school transport
7. Theft of money or property
8. Serious illnesses and accidents which affect the day to day running of the school
9. A general emergency affecting the area, for example including a police cordon
10. Stranger danger
11. Utilities (gas, electricity, water) not available for an extended period of time
12. Act or threat of terrorism

## **8. BOMB ALERT / BOMB SCARE**

If there was reason to believe that there might be a bomb in school, the fire evacuation plan would apply. Once the buildings are evacuated the Exec Head of School/HoS or most senior member of staff present will judge whether or not to move the staff and students further away from the premises.

## **9. SEVERE WEATHER**

If the event of a sudden heavy overnight fall of snow, flooding, etc. the Exec Head of School/HoS will liaise with the CEO before agreeing a decision as to whether the school should be closed, and will telephone/email the LA's Severe Weather Contact before 7.00am. The LA will publicise school closures via their website and local radio.

The most senior teacher or the Office Manager will contact school transport organisers to inform them of the arrangements for that day.

Staff emergency contact procedures will be initiated.

## **10. ACCIDENT IN THE SCHOOL MINI-BUS (please refer also to the Educational Visits Policy)**

The action would depend on the severity of the accident and the distance from school.

- The Head Teacher / HoS should be alerted as soon as possible.  
(A charged mobile phone should accompany any out of school activity.) Staff on trip to follow the "disaster plans" in safe on bus).
- Parents/Carers will be informed via school and school will organise transport as appropriate to get Parents/Carers to the hospital where students may have been taken.

Trauma for both Parents/Carers and students can be reduced by bringing them together as soon as possible.

- The most senior Member of staff will inform the LA so that a press release can be prepared.
- The Critical Incident Manager (if not the Exec Head of School/HoS) needs to be informed as soon as possible as the press may want to get in touch.
- All other staff not involved in the incident will be briefed with up to date information and reminded not to talk to the media.
- When the situation is most immediately under control Parents/Carers, staff and students may benefit from counselling, which SENDAT will organise.

## **11.SCHOOL JOURNEY OUT OF HOURS**

The most senior staff member will keep a copy of all students and staff and their contact details when students are engaged in school activities out of school hours.

If there is an accident the above arrangements will still apply.

## **12.STUDENT IS SERIOUSLY INJURED OR DIES IN SCHOOL**

The most senior member of staff will dial 999 and call for an ambulance.

Other students will be led from the area while first aiders attend to the student. If they witness death or severe injury students and staff will need opportunities to talk about their feelings and counselling.

Parents/Carers will be informed in most sensitive way possible.

A calm member of staff may have to collect parent of the child and take them to hospital or wherever is deemed appropriate.

Be prepared for grief to show in the form of anger.

Refer all questions that are difficult to the Head Teacher/HoS.

Management Committee are to be informed as soon as possible and briefed not to speak to the press.

Counselling for all concerned to be brought in to school.

LA can provide emergency counselling.

## **13.DEALING WITH THE MEDIA**

Today's media operate very quickly. They are likely to contact the school before the contingency plan is in place. Whatever the incident, and particularly if it involves injury or death on a school trip, the likelihood is that information will be sketchy at best and possibly inaccurate.

**Under no circumstances should any unauthorised member of staff or the Local Academy Board make any comment to the media. They should be redirected to the Exec Head of School/HoS, CEO or Local Authority.**

Those personnel authorised to speak to the media should be aware of the following:

- **Do not speak to the press before seeking advice and support from the Local Authority Communications Team.**
- Avoid talking to a journalist by yourself; try to have a colleague with you to take notes of what is said.
- Do not provide anything other than facts.
- Give a prepared statement rather than an interview.
- Be sensitive about personal information
- Do not apportion blame or admit liability to anyone, even in conversation.
- Establish who you are talking to and their organisation (name of journalist and short notes of what you have said).
- **DO NOT SPEAK OFF THE RECORD**



## Appendix 1

# School Incident Form & Incident Management Situation Report

Use this form to record initial information received on the incident and to log updates. This form should be started as soon as possible, and all boxes completed.

### CALL INFORMATION

Date:  → Time:  → Your Name:

↓

Name of School(s):

↓

### INCIDENT DETAILS

**Description:** *detail nature of incident; names of any student(s) involved, including age; names of siblings attending or having just left NCC schools, colleges or institutions and the name of that school, college or institution; if individuals affected are adults, note the time they have been at the school, links to other schools and any precursors (e.g. illness, absence from work and length of time)*

How were you made aware of the incident?

### IS IT A CRITICAL INCIDENT?

Is it an incident requiring immediate action or is there significant disruption to day to day operation of the school?

No  Yes  → Date and Time declared critical:

↓

Are there any casualties or fatalities?

Have the emergency services been called?

Is the incident currently affecting school activities? If so, which areas?

What is the estimated duration of the incident?

What is the actual or threatened loss of staff/students?

1 – 20%

20 – 50%

Over 50%

Has access to the whole site been denied? If so, for how long? (provide estimate if not known)

Which work areas have been destroyed, damaged or made unusable?

Is there evidence of structural damage?

Which work areas are inaccessible but intact?

Are systems and other resources unavailable? (include computer systems, telecoms, other assets)

If so, which staff are affected by the ICT disruption and how?

Have any utilities (gas, electricity or water) been affected?

Is there media interest in the incident? (likely or actual)

Does the incident have the potential to damage the School's reputation?

Other relevant information?

**IN AN EMERGENCY SITUATION – CONTACT TO BE MADE WITH SUFFOLK COUNTY COUNCIL**  
The Duty Officer will be able to advise and coordinate NCC services to support you





## Appendix 2 Contact Telephone Numbers

A completed version of this form will be updated regularly, and copies kept securely by the Exec Head of School, Senior leadership Team and CEO.

Emergency contacts to be included in an Emergency Plan and updated accordingly:  
This information should be regularly checked and updated accordingly.

### Chalk Hill Critical Incident Team – to be completed as desired/decided

Role	Name	Telephone Number(s)
Incident Manager		
Deputy Incident Manager		
Parent Liaison Officer		
Administrator		
Communications Officer		
Local Police		

### Key contacts

Role	Name(s)	Telephone Number(s)
Head Teacher		
Senior Leadership Team		
Office Manager		
Chair of Management Committee		
Vice Chair of Management Committee		

## Suffolk County Council

Name / Service	Telephone Number(s)
Emergency Planning Team (in the event of an emergency)	<b>Office Hours:</b> <b>Out of hours:</b> <b>Mobile:</b>
Education Psychology Team	

### Trade Unions


### Local Services and Organisations

<b>Children and Young Person's Bereavement Service</b>	
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### Youth Counselling Services


## **National Organisations**

### **CRUSE – Bereavement Care**

Phone: 0870 167 1677 / 0844 477 9400 (national rate)

Website: [www.crusebereavementcare.org.uk](http://www.crusebereavementcare.org.uk)

*Telephone counselling service for those who are bereaved and those who care for bereaved people. Can offer referrals to local Cruse branches and other bereavement and counselling services throughout the UK.*

### **The Compassionate Friends**

Phone: 0117 953 9639 / 0845 123 2304 (national rates)

*Support for bereaved Parents/Carers who have lost a child of any age from any circumstances.*

### **Winston's Wish Family Line**

Phone: 0845 2030 405 (local rates)

Website: [www.winstonwish.org.uk](http://www.winstonwish.org.uk)

*Information and guidance for families of bereaved children. Can provide contact details for local groups which support bereaved children.*

### **Child Bereavement Trust**

Phone: 0845 3571000 / 01494 568 900 (local rates)

*Information line for Parents/Carers who have been bereaved.*

### **The Samaritans**

Phone: 0845 790 9090 (local rates)

Website: [www.samaritans.org](http://www.samaritans.org)

*Confidential emotional support for anyone in a crisis*

### **Survivors of Bereavement by Suicide**

Phone: 01482 610728 / 0115 944 1117 (national rate)

*Can provide details of local self help groups for those bereaved by suicide.*

### **Childline**

Phone: 0800 1111 (free phone)

*National help line for children*

### **British Red Cross National Office**

*Advice on memorials and donations*

9 Grosvenor Crescent, London SW1X 7EJ

Tel. 020 7235 5454

### **Appendix 3 Critical Incident Management Team Agenda**

1. Share information with the team regarding the facts of the traumatic event. No information should be shared with anyone else until a decision has been made about what is to be shared and establishing the process for informing Parents/Carers and staff.
2. Determine the likely impact of the event on individual members of the school community to ensure that all members can function objectively.
3. Identify school resources. Are there other members of the staff who might be a helpful addition to this team.
4. Ensure that there is good communication and co-operation from other agencies.
5. Determine if the counselling on offer will meet the needs of those involved.
6. Confirm the overall strategies to be employed.
7. Draft an agenda for general staff meeting and consider if a brief announcement should be sent home.



## **Appendix 4 Staff meeting Agenda**

1. Attendance – who should be invited
2. Provide as much accurate information as possible including what occurred, names, place, time
3. Explain the plan and how the students will be informed, including how to manage students who are not able to cope with what has happened
4. Review the Media Policy
5. Set a date for a follow-up meeting.

## Appendix 5 Sample letter to Parents/Carers/Carers

Dear Parent/Carer,

You may have heard...../ It is with sadness and regret that I have to inform you.....

*(known facts of the incident)*

As a school community, we are all deeply affected by this tragedy/  
I am sure that you will wish to join me and my staff in offering our condolences and sympathy to those affected/to .....

*(refer to individuals/families affected only where it is appropriate to release this information)*

I have now spoken to all students and staff in school about what has happened and you will need to be aware of the following arrangements that we have now made:

*(Details about:*

- *school closure,*
- *changes to timings of school day*
- *transport*
- *lunch time arrangements*
- *changes to staffing*
- *arrangements for specific classes/year groups*
- *counselling support [see Appendix 7: sample letter to Parents/Carers re counselling]*
- *provision of further information as relevant)*

*(If appropriate, advice about media contacts)*

I think it is very important that we all take the time to talk with and reassure children about what has happened. This is likely to be a very difficult time for us as a school community and we will all need to support each other.

We appreciate the expressions of concern we have received, however it would be helpful if Parents/Carers did not telephone the school during this time so we can keep phones and staff free to manage the situation.

Yours faithfully,

## Appendix 7 Student meetings – informing students

- Students should be told simply and truthfully what has happened, in small groups if possible, eg, class, tutor, year, etc. In some circumstances, it may be appropriate to bring students together as a whole school. Where this is the arrangement, ensure that students have an opportunity to ask questions and talk through what they have heard with form/class teachers in smaller groupings afterwards.
- Begin by preparing the students for some very difficult/sad news.
- Taking account of children’s needs and backgrounds, give simple, factual information using language and concepts appropriate to the age of the children.
- Avoid using euphemisms, use words like ‘dead’ and ‘died’, etc.
- Pass on facts only: do not speculate on causes or consequences
- If questions cannot be answered this should be acknowledged
- Address and deal with rumours
- Try to give expression to emotions that others may be experiencing (e.g shock, disbelief etc) and explain that strong and difficult feelings are a normal process of coming to terms with this sort of experience
- Explain what arrangements are to be put in place for helping to come to terms with what has happened.

*“I’ve got some very sad news to tell you today that might upset you. There is a serious illness called meningitis. Sometimes people with meningitis get better but sometimes people die from it. Some of you will have known that Jane Smith in year 4 was suddenly taken ill last week. I have to tell you that Jane died in hospital yesterday.*

*Like me, many of you will find it hard to believe that this has happened. It is obviously a very big shock for us all. Jane was such a happy girl who got on well with everybody. We will all miss her.*

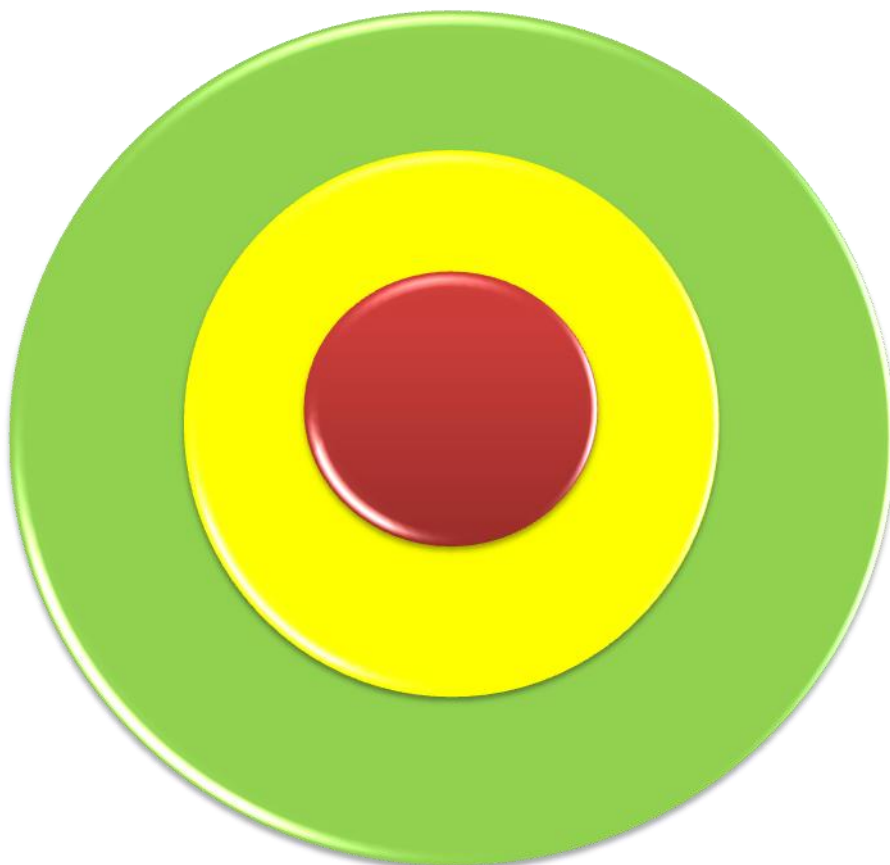
*It is important for you to know that strong and perhaps difficult feelings are part of the normal process of coping with this sort of situation. It will help to talk about what has happened and about your thoughts and feelings. Please do take the opportunity to talk to your family, friends, teachers and adults in school. This is likely to be a difficult time for us as a school community and we should all try to support each other. Please come and talk with me if you have any questions or if you just want to talk.”*

## Appendix 8 - Identifying individuals who may be vulnerable

Place individuals within each circle accordingly.

Within each circle, colour code (green: low risk, yellow: medium risk, red: high risk) according to the following criteria and degree of concern.

- Directly involved
- Witnesses
- At greatest risk as part of incident
- Siblings/relations
- Close friendships
- Any perceived culpability/responsibility
- Being blamed / scape-goated
- Displaying emotional distress (see Appendix 9)
- Previous bereavement/trauma
- Pre-existing EBD/mental health issues
- Pre-existing home instability / stress
- Learning difficulties
- Culture and/or language issues



## Appendix 9 Emotional distress – supporting the individual student

- Be accepting and allow the student to express their emotions. Ask open ended questions (eg, “How are you today ?”) or just sit with them if this is what you feel is appropriate. Avoid touching or hugging but try to be as natural and unembarrassed as possible. Have some tissues to hand. It might be appropriate to use reflective listening (ie, repeating back to the child what they have said) and/or summarise what they have said. This gives an opportunity for the child to elaborate and/or modify what they have said as well as an opportunity to hear a perspective on their own experiences. Sometimes it is helpful to give a name to the emotion that you are hearing being expressed (eg, “That sounds very sad”, “Did you feel angry then ?” , etc).
- You might have to explain your limits of confidentiality (ie, confidentiality can be maintained except where you believe that the student is at risk or there are issues relating to a possible criminal act).
- Don’t forget that knowing what to say is far less important than being able to listen in a sympathetic and supportive manner. If it seems appropriate to offer advice, then strategies for the student that you might want to suggest could include:
  - Talking to their family and friends.
  - Crying and expressing their emotions in a suitable safe context.
  - Maintaining normal routines.
  - Eating normally.
  - Taking physical exercise.
  - Maintaining normal sleep patterns.
  - Carrying on seeing and being with friends.
  - Listening and playing music.
  - Being creative through art, drama, music, etc
  - Maintaining interests and pastimes.
- As part of such sensitive support, it will be important to ensure that the student can continue to seek support from you but without them becoming dependent. If appropriate, agree to a set number of sessions at a set time and place where you can be confident of not being disturbed (in terms of your own safety and accountability ensure that Parents/Carers and relevant staff are aware of any such arrangements).
- Using a visual aid such as an outline of a hand, ask the student to identify 5 individuals (eg, staff, peers, family, other adults) who they feel they could approach as part of their support network to help them feel safe. Ask them to test it out. If all else fails, what else could they always have ‘up their sleeve’ (eg, Childline, etc) ?

- Liaise with Parents/Carers/carers as appropriate.
- Consider liaising with colleagues to differentiate work outcomes/homework, etc or arrangements for managing the student's emotional distress in class.
- Be aware that holidays, Christmas, birthdays and the anniversary of the event that has caused distressed can mark points of particular emotional vulnerability.
- Taking into account other agencies or professionals who may be involved, consider providing student with information about youth counselling and information services/other community support as appropriate.
- Consider involving staff from the Children and Young People's Service eg the Link Educational Psychologist
- Where an individual student is experiencing persistent and intrusive thoughts, dreams or flashbacks and avoidance of features associated with the distressing event in conjunction with the physical, cognitive, emotional/behavioural symptoms described in Appendix 9 for at least 1 month, then serious consideration should be given to accessing specialist child mental health services. Referral can be made to Child and Adolescent Family Services by the family via their GP or by the Educational Psychologist linked to the school or indeed by the school nurse or doctor.

**Finally, do not underestimate the emotional demands of this sort of work or the confusion that might arise from any of your own unresolved issues. Ensure that you have the opportunity to talk through any form of support that you provide for an individual student with a trusted colleague.**

## **Appendix 10 Sample Letter to Parents/Carers – Arrangements for Counselling Children**

Dear Parents/Carers / Carers,

As a school community, we have all been affected by the recent tragedy involving  
.....

As part of our care and support for the children, we have been able to make arrangements involving outside agencies to provide counselling and support for children in school. We would like to make this available to your child.

This support is likely to consist of staff and professionals from outside agencies talking to students in small groups and offering advice and reassurance as appropriate. Please contact me if you have any queries regarding this.

Yours sincerely

- Maintain normal routines and care.
- Be prepared to be more tolerant and accepting of children who might be more restless, distractible, irritable, emotionally volatile and or difficult to engage than would usually be the case.
- Where possible and where this is something that the students clearly need, be prepared to deviate from your lesson plan to allow them to talk and ask questions.
- When in discussion with children, do not be afraid of referring to deceased person(s) by name.
- Be honest when answering questions. Do not be afraid of saying that you do not know the answer or that the question is one that is too difficult for you to answer. Taking account of children's needs and backgrounds, give simple, factual information using language and concepts appropriate to the age of the children (avoid using euphemisms).
- Consider setting up a 'questions post box'. Consider how best to follow up questions raised.
- Allow children to talk about their feelings including difficult, confusing and complex feelings. Give them the message that it is OK to talk and that their feelings are a normal experience given the situation.
- In the same way, allow younger children to express themselves through their play. They are likely to feel the need to 'work out' difficult and confusing experiences and play gives them the opportunities to act out some of the issues. Adults may feel uncomfortable witnessing children's excitable 'playing out' of what has happened and may feel the need to intervene. Try to be accepting and permissive except where this is clearly unhelpful and/or distressing for other children.
- Allow children to support each other
- Manage discussion in a calm and reassuring manner. Allow the expression of feeling but try to manage the emotional temperature. Try to help the children to achieve a sense of perspective. Reassure children about anxieties that they may be experiencing.
- Consider setting up a display area for art work, writing, mementos that the children may wish to contribute.
- Calmly and, where possible, discreetly intervene if it is the case that individual students are clearly too distressed to remain in class. Ask if they want to remain in class but in an area away from the main body of children. Make sure that they are



supported by a friend. If appropriate, send them with a friend to whatever pastoral support arrangements are available in school. Inform Parents/Carers.

- Be aware of other children in your classes who may not be so visible but who nevertheless may be struggling to cope. Make times and opportunities for them to talk. If you continue to have concerns, refer them through the school's pastoral system. Inform Parents/Carers.
- Make opportunities to talk to children on an individual or small group basis as part of your social contact with the children. Even if the children are not very communicative, just being available can be very supportive.
- In line with the school's policies and procedures for dealing with racial harassment and bullying, intervene where you are aware of any signs of name calling, abuse and bullying.

**Finally, ensure that you are caring for yourselves.**

## **Appendix 12 - Emotional distress - signs and symptoms**

A crisis may cause different reactions in different children in different ways. Some of the more common reactions include:

### **Physical:**

- Wetting / soiling 'accidents'
- Disturbed sleep, bad dreams, fatigue
- Lack of energy, listlessness
- Headaches, tummy aches, muscle aches
- Change in appetite/weight
- Lowered resistance to illness
- Alcohol/drug abuse

### **Cognitive:**

- Difficulties in concentrating, forgetfulness, increased distractibility
- Loss of previously acquired skills
- Deterioration in standards of work
- Being more accident prone
- Reduced interest in usual activities and interests
- Appearing preoccupied

### **Emotional/Behavioural:**

- Numbness
- Feeling of irritability, anger, aggressive behaviour
- Nervousness, jumpiness, panic feelings
- Raised levels of anxiety, fear of dark/confined spaces
- Feeling overwhelmed or confused
- Feeling insecure/clinging behaviour
- Regression to behaviour of a younger child
- Repetitive 'acting out' through play/drawing, etc.
- Crying spells
- Mood swings
- Apathy, hopelessness, depression
- Guilt
- Withdrawal from relationships
- Suicidal thoughts

Be alert to delayed reactions which may occur some time after the actual incident.

## **When to refer on**

Where an individual is experiencing:

- persistent and intrusive thoughts, dreams or flashbacks to do with the distressing event;
- avoidance of features associated with the distressing event; and / or
- physical, cognitive, emotional/behavioural symptoms as noted above, for at least 1 month then serious consideration should be given to accessing specialist child mental health services. You will obviously want to discuss this with the family and referral can be made to Child and Adolescent Family Services by the family via their GP. Referral can also be made by the Educational Psychologist linked to the school or indeed by the school nurse or doctor.

## Appendix 13 Internal School Incident Evaluation Form

School Name:	Date of Incident:
Brief Description of Incident	
Emergency Planning contacted: Yes / No Critical Incident Response Team involved: Yes / No	Incident deemed critical: Yes / No Police involved: Yes / No
Key actions taken by school:	
Description of any external support accessed:	
What worked well:	
What worked less well	
How could things have been done better:	
Comment on the school's critical incident plan:	
Comment on the NCC guidance:	
What actions will you take now:	

Person completing form:.....

Date:.....

## Suggested format for discussion debriefs

1	Introductions
2	Objectives
3	Walk through the incident using the timeline – incident notification, response, managed and stand down.
4	Review individual(s) / Organisations incident logs
5	Identify any problems / issues experienced and their causes
6	Identify what went well and what did not
7	Identify any actions to address any of the issues together with owners if appropriate

8	Closure
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### Debrief Preparation

Please complete as honestly as you are willing to – your details are only for administrative purposes and will not be quoted in the final report

Name

Organisation

Contact details - phone number  
- e-mail

Name of Exercise/Incident:
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Summary of what went well:
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Summary of what did not go well:
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What would you change if you were faced with the same situation again?
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## Appendix 14 Recovery and Resumption Phase

The purpose of the recovery and resumption phase is to resume 'business as usual' working practises for the School as quickly as possible. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances eg from a different location.

	<b>ACTION</b>	<b>FURTHER INFO/DETAILS</b>	<b>ACTIONED?</b> (tick/cross as appropriate)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	<input type="checkbox"/>
2.	Respond to any ongoing and long term support needs of Staff and Students	Depending on the nature of the incident, the School Critical Incident Team may need to consider the use of Counselling Services (requested through the Emergency Planning Duty Officer)	<input type="checkbox"/>
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the critical incident plan is no longer in effect.	<input type="checkbox"/>
4.	Carry out a 'debrief' of the incident with Staff (and possibly with Students). Complete a report to document opportunities for improvement and any lessons identified	The incident de-brief report should be reviewed by all members of the School Critical Incident Team and in particular looking at business continuity arrangements to ensure key actions resulting from the incident are implemented within designated timescales. Management Committee may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the School. Use the Incident Evaluation Form and documents (Appendix 13) to support you with this.	<input type="checkbox"/>
5.	Review this Critical Incidents Plan in light of lessons learned	Implement recommendations for improvement and update this Plan. Ensure any revised versions of the Plan	<input type="checkbox"/>

	from incident and the response to it	is read by all members of the Critical Incident Team	
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Role	Responsibility	Possible Candidates	Name	Contact Number(s)
<b>INCIDENT MANAGER</b>	<ul style="list-style-type: none"> <li>• Contacts Emergency Officer at LA.</li> <li>• Acts as or appoints schools single point of contact</li> <li>• Consider the need to alert other colleagues and external agencies.</li> <li>• Establish a Critical Incident Management Team.</li> <li>• Collate all relevant information relating to the emergency.</li> <li>• Co-ordinate the emergency response strategy for the school, liaising with relevant services, NCC and Management Committee as appropriate.</li> <li>• Monitor the emergency response.</li> <li>• Provide regular staff / team briefings.</li> <li>• Authorise any additional expenditure.</li> </ul>	Exec Head of School Chair of Management Committee Senior Leadership Team Member		
<b>DEPUTY INCIDENT MANAGER</b>	<ul style="list-style-type: none"> <li>• Assists Incident Manager.</li> <li>• Co-ordinates and manages staff in the Incident Management Team.</li> <li>• Monitors staff welfare and organises staff roster.</li> <li>• Co-ordinates evacuation, if necessary.</li> <li>• Liaises with the Emergency Services and other organisations as necessary.</li> </ul>	Vice Chair of Management Committee Senior Leadership Team Member		
<b>PARENT LIAISON OFFICER</b>	<ul style="list-style-type: none"> <li>• Advises Parents/Carers and provides information.</li> <li>• Provides point of contact.</li> <li>• Arranges on-site co-ordination of visiting Parents/Carers.</li> <li>• Maintains regular contact with Parents/Carers where appropriate.</li> </ul>	Senior Leadership Team Member Management Committee member		
<b>ADMINISTRATORS</b>	<ul style="list-style-type: none"> <li>• Operate telephone lines.</li> <li>• Help collate information.</li> </ul>	Office Manager		

	<ul style="list-style-type: none"> <li>• Relay incoming and outgoing messages.</li> <li>• Provide admin support to the Incident Manager and Deputy.</li> <li>• Maintain a master log of key events and decisions.</li> </ul>	Support Staff		
<b>COMMUNICATIONS OFFICER/MEDIA SPOKESPERSON</b>	<ul style="list-style-type: none"> <li>• Acts as point of contact for media enquiries.</li> <li>• Works with the County Council's communications team to prepare media statements.</li> <li>• Assist with internal communications.</li> </ul>	Senior Leadership Team Member Management Committee member		
<b>STUDENT WELFARE</b>	<ul style="list-style-type: none"> <li>• Maintain supervision.</li> <li>• Ensure the safety and security of students.</li> <li>• Co-ordinate the roll call register.</li> <li>• Provide information and offer reassurance.</li> <li>• Monitor students' physical and emotional welfare.</li> </ul>	Teaching Staff		