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[Email address]

Managing Critical incidents in educational Establishments

A guide for schools and early learning centers

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### Foreword

IKE any other large city, Glasgow is no stranger to serious incidents affecting its people, services, and daily life. When such incidents occur those involved look to people in authority to respond quickly, effectively, and appropriately. Knowing what to do when a critical incident arises can mean the difference between calm and chaos, courage and fear, life

L

and death.

Staff in Education Services manage a wide range of incidents daily. However, when a sudden or unexpected event occurs which threatens to seriously disrupt the school\* or individual’s ability to function then additional planning is necessary

Critical incidents can vary widely in terms of nature, severity, and effect. Circumstances around an event will affect the levels of distress and subsequent repercussions felt within a community.

Knowing how to respond appropriately to such events can significantly enhance the ability of those involved to cope both immediately and in the longer term.

Thankfully such serious incidents are rare. However, those who have had to deal with such situations stress the importance of having a well thought through and rehearsed establishment plan.

Careful planning and preparation can, in times of crisis, ensure a rapid, coordinated and effective response.

This document updates previous guidance, taking into account the most recent research and evidence-based practice.

Signature

1‘*School’ is used throughout the document and refers to early years’ centres, primary, secondary and ASL schools, units and services.*

With thanks to

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### Introduction

**What is a critical incident?**

The term ‘critical incident’ is used as an umbrella term throughout this document to refer to any sudden or unexpected event(s) that causes a crisis or trauma within a school community and which overwhelms the usual coping mechanisms.

1.1It can be helpful to consider critical incidents under the following headings to help inform planning for each eventuality.

|  |  |  |  |
| --- | --- | --- | --- |
| **Critical incident examples** | | | |
| **Natural** | **Human** | **Technological** | **Loss & bereavement** |
| Flooding | Bombing, terrorism, fire, explosion, extreme vandalism | Building failure | A sudden death of a pupil or staff member |
| Pandemic  Reportable illness | Mass shootings | Chemical spills/power outage, gas leaks | The suicide of a pupil |
| Extreme weather – snow, hurricanes, rain, wind  Severe pest infestations | Serious assault – involving pupils/staff  Criminal activities – including weapons  Missing pupil | Nuclear power plant failures | Fatalities or injuries because of a road traffic collision/accident in community |

1.2 Each of these examples will require a different response and so the guidance provided in this document is intended to be used flexibly. Some of these incidents will not require a full-scale response but consideration should be given to the long-term effects that can occur. This includes any secondary losses that pupils may experience, such as the loss of their home or belongings.

1.3 If a school has experienced multiple crises, such as several suicides in the community, then there may be ongoing trauma to the school community. This may have implications for how long you use your critical incident management plan.

1.4 This document will take you through the three phases that constitute best practice for managing critical incidents:

* the pre-crisis phase - to support planning and preparedness,
* the crisis phase- explaining what to do if an emergency does occur, and
* the recovery phase - supporting work in the medium and longer term.

1.5 Support is available from central staff (Press Officer, Head of Service, Quality Improvement Officers, Educational Psychologists) at each phase. Responding to a critical incident requires a coordinated, team approach. This document details what this support can look like and how it is accessed as well as supporting planning for individual establishments.

### Pre-Crisis Phase

When critical incidents do occur, they have the potential to affect every member of a school community. Careful pre-planning can ensure a rapid, coordinated, and effective response.

#### Critical Incident Management Team

2.1.1 Schools should establish a Critical Incident Management Team of a size and composition appropriate to the establishment. It may be helpful to include non-teaching staff and staff with responsibility for safeguarding and additional support needs.

2.1.2 The team should be familiar with the contents of this document and will have had an opportunity to discuss how they might respond if a critical incident should occur. Appendices 1, 2, and 3 support this planning stage and form the basis of a Critical Incident Management Plan.

**2.1.3 Function of the team**

If a critical incident should occur the functions of the team will include:

* + assessing risk and ensuring immediate safety;
  + liaison with the Emergency Services and Education Services;
  + logging all relevant communications (Appendix 4,5 and 6;)
  + opening and maintaining a chronology (Appendix 7);
  + information gathering;
  + communication links with authority press office and education services;
  + liaison with parents and chair of the Parent Council;
  + care and welfare of children, staff, and visitors.

This team should be led by a member of the Senior Leadership Team. The team will have responsibility for assisting in the development of a Critical Incident Management Plan, ensuring opportunities for disseminating information to all staff and the wider school community and for discussing good practice should the plan have to be implemented. In the event of a critical incident arising this team will have lead roles in implementing the plan.

2.1.4 Staff from Central Services for example Quality Improvement Officer, Media Officers and Educational Psychologists can provide support at this planning phase if required.

#### Critical Incident Management Plan

**2.2.1 When preparing a Critical Incident Management Plan the following tasks should be considered** (*using Appendices 1,2 and 3*):

* + how roles and responsibilities will be assigned in times of crisis and ensure deputes are in place for these roles to cover absence;
  + how all pupils, staff and visitors, are accounted for. This should include keeping up to date records of who is off-site, for example educational visits. Emergency services will respond differently to a situation when people are missing;
  + procedures for informing staff and pupils off-site e.g. visits, residentials, those absent from school;
  + procedures if a critical incident happens at the weekend or during school holidays;
  + how to communicate with staff, children/young people and parents and key partners – the council press office will assist with this (Appendix 8);
  + accessing up-to-date contact information for children/young people and staff (Appendix 3);
  + procedures for evacuation, ‘lockdown’ (when pupils are secured within the school building), or reverse evacuation (when an incident occurs in school ground and pupils must be returned to safety within the school building);
  + obtaining necessary equipment and supplies. (For example, are there enough master keys and who has them, where are phones/radios kept, are good first aid kits maintained and accessible, who has access to and responsibility for pupils’ medication, for example inhalers, anaphylaxis kits?);
  + ensuring safe pupil release and informing families of these procedures before an incident occurs. Pupils should only be released to authorised individuals;
  + ensuring the plan takes account of local contextual factors. (For example: is this a shared campus? Do other services work from your building?);
  + having up to date site/utilities maps available in the event of an emergency;
  + Identify staff training needs in relation to crisis management, emotional needs and trauma informed responses.
    1. Staff should understand the importance of accurate record keeping. This becomes particularly important if there is an inquiry following the event.
    2. Awareness of associated City Council management circulars is important. For example, information about early school closures, educational outings, child protection, exclusions and health and safety will support effective implementation of the CIMP.

2.2.4 Schools should consider liability issues before their Critical Incident Management Plan is completed. Schools should make every reasonable effort to intervene in and remediate situations which hold a foreseeable danger.

**Assess risk, ensure safety of all pupils and staff**

**Brief staff and Chair of Parent Council**

**Contact Executive Director**

**Take media advice**

**Open incident log and obtain information as detailed**

**Make arrangements to deal with enquiries**

**Make arrangement to support pupils and adults**

**Make**

### Crisis Phase

The careful planning which has already taken place within a school community should enable people to move into action swiftly and appropriately if a critical incident does occur. Decisions can be taken efficiently, and tasks carried out without waiting for clarification.

The UK Trauma Council in their guidance [Critical Incidents in Educational Communities](https://uktraumacouncil.org/resources/critical-incidents?cn-reloaded=1&s=03) advises that our planning and response at this point should be aiming to help children and young people feel :

* *Safe*
* *Calm*
* *Connected*
* *In control*
* *Hopeful*

3.1 This is the time to follow your plan, not to make one up on the spot. During critical incidents it is worth remembering:

* + expect to be surprised, there will inevitably be a degree of confusion and shock;
  + carefully assess the situation and choose the appropriate response, for example, is this a critical incident? What type? Do you need to call emergency services? Take basic protective steps;
  + evacuate or remain in the establishment as appropriate. This should be one of the first decisions made;
  + trust leadership. Calm, confident, and serious leaders will convince others of the seriousness of the incident and the wisdom of the decisions being taken;
  + allow for flexibility in implementing the plan according to the needs of the situation.

3. 2 Critical Incident Logs(Appendices 4,5,6 & 7) should be opened and maintained. These involve the logging of telephone calls in and out, the chronology of events and a note of all children and staff involved in the incident. Appendix 7 should be placed in all communal areas so staff can access and complete. When this is discussed as part of the Critical Incident Plan staff are familiar with the expectations and are better able to cope in the event of an emergency.

The communication channels and gathering of information are of key importance at this point.

#### 3.3 Prioritising communication and contacting services

3.3.1 Contact with emergency services should take priority whenever this is required.

3.3.2 At the earliest opportunity the Headteacher or a senior member of staff should inform the Executive Director/Area Head of Service and the press office of the critical incident and seek advice and support about how best to manage the incident.

This can include scripting immediate communications, for example how to respond to phone calls, and advice about how to work with local media who can be helpful if they understand school needs in times of crisis.

3.3.3 The Executive Director or Head of Area will inform the City Principal Educational Psychologist or Area Depute Principal Psychologist.

3.3.4 Other services and agencies should be contacted as appropriate, as detailed on the Critical Incident Management Plan.

3.3.5 Information about critical incidents which occur away from the school may be unclear for many hours, however there is still a need to ensure that accurate information is relayed as soon as possible. Uncertainty breeds rumours which can add to distress.

3.3.6 The Critical Incident Management Plan will detail how all staff remain in communication with each other and the senior management team in a way that allows the main phone lines to remain accessible. In addition, the plan will outline how communication with parents, carers, and other external parties is managed appropriately.

3.3.7 The nature of the incident will determine the partners who will be required in the immediate response. The role of the school chaplain/priest or religious community representative can be a very supportive one in times of crisis depending on their relationship with the school.

#### 3.4 Informing School Staff

3.4.1 As soon as an incident occurs, the Senior Leadership Team of the school should meet.

3.4.2 The Senior Leadership Team should mobilise their Critical Incident Management Team and brief them on the developing situation.

3.4.3 Because of pre planning, some of the tasks facing the team will already have been thought through, for example how to inform absent or part-time teachers. It may be that other schools also need to be contacted. The nature of the incident and the availability of staff will be different in every situation.

3.4.4 It is essential that all parties receive accurate and up-to-date information on what has happened and how the school are responding.

If police are involved and there is the possibility of further investigations, there may be restrictions on the information that can be shared. Press office staff will support where this is the case and liaise with police communication staff.

In such circumstances information may be circulating on social media however until press office confirm that information has been released by the police this information should not be shared more widely.

3.4.5 If possible, a staff briefing should be convened by the head teacher or senior member of the management team. If it is not possible to leave the children for any length of time, small groups of staff should attend a series of meetings specially convened. Media officers and educational psychologists can provide advice and support around what information should be conveyed and how this is done.

Teachers and support staff should attend the meetings to ensure that the same information is shared and that rumours do not circulate causing distress.

The initial briefing should:

* give a brief statement of information;
* outline how the school are responding;
* allow for questions;
* advise staff on procedure for dealing with media enquiries;
* identify vulnerable staff and pupils who may be at risk;
* advise on the agreed procedures for informing pupils and parents;
* provide reassurance that staff and pupils will be supported;
* advise on the time and place of the next opportunity to meet and discuss the situation;
* These may need to be a series of short meetings to update staff dependent on the nature of the event and availability of helpful information.

3.4.6 If possible, there should be a meeting of all staff and support staff at the end of the school day to allow an opportunity to review the day and discuss plans for the following day. Advice from media officers and educational psychologists can support these discussions.

This meeting could include discussion about:

* + update on facts and plans;
  + helping staff express their own thoughts and reactions;
  + information about follow-up resources and support which will be made available;
  + contact with families to express the school’s sympathy and offer support; the Headteacher or key person to visit family;
  + carrying out school and classroom rituals taking in to account the five principles of safety, calmness, connectedness, being in control and hopefulness. School life should be as reassuring and normal as possible;
  + helping siblings and close friends to settle into routines;
  + consideration of organising classroom meetings to talk through the event and/or small group meetings for especially involved children.

#### Contact with Parents and Carers

* + 1. Contact should be made as soon as possible with the Chair of the Parent Council to pass on essential information.

3.5.2 Level of contact with parents will be determined by the nature of the incident and will vary from immediate direct contact where their child has been directly affected, to general communication through social media, and, where appropriate, a standard letter informing them of the incident (Appendix 8) and information for parents (Appendix 9).

The families of children affected directly or indirectly by a tragedy will need full and accurate information. They may need to come to the school to receive it. The police will have the responsibility of advising next of kin about accidents.

It may be that interpreters are required to communicate with parents effectively. Head Quarters can help arrange this.

3.5.3 If the death of a child has occurred, it is important that the Head Teacher or someone with a relationship with the family contact the parents/carers as soon as possible. This will allow you to express sympathy, discuss who will be responsible for liaising with the family, and to ask about funeral arrangements. Timing and content of this conversation needs to be sensitively handled and done in consultation with other services which might be involved.

Schools should always consider the views of the family before sending school representatives, including pupils, to a funeral as well as being sensitive to different religious practices and cultures.

The document [‘whole school approach to loss and bereavement’](https://blogs.glowscotland.org.uk/glowblogs/public/glasgowpsychologicalservice/uploads/sites/4587/2022/01/12122302/A-Whole-School-Approach-to-Loss-and-Bereavement-December-2021.pdf)

gives further guidance.

3.5.4 In the event of a tragedy, the school is likely to be inundated with telephone calls and messages.

You may find it helpful to provide a script for those answering the phone or if they have to provide information to a range of people. This serves the purpose of consistency but also provides reassurance when under stress. Press office colleagues can support this.

School staff who are answering the telephone and responding to messages should:

* + be supported in coping with the stressful situation;
  + keep notes and have them checked against school records so that there is certainty about who has telephoned in and who should still be contacted;
  + ensure that the school records are kept up to date regarding pupils’ next of kin and where to contact them;
  + explain how further information can be obtained.

#### Informing Children and Young People

* 3.6.1 It is important that all children and young people are informed, even those who are out of school on a school trip. They should be told simply, clearly, and honestly what has happened with a view to helping them feel safe, calm, connected, in control, and hopeful. Our work in Glasgow embedding the principles of nurture will mean that staff will already have a good understanding of how to create safe and connected contexts for having these conversations.

It is probably best if this is done in the smallest groups possible, for example their class, year group, tutor group, with a familiar member of staff. Staff should be able to decline this task. Children’s questions should be answered in as straightforward a manner as possible (Appendix 10). Staff doing this should be told to pass on facts only and never speculate on the causes of the crisis or its consequences. Where questions cannot be answered at the time, this should be acknowledged.

3.6.2 In situations where police are involved the information you have may be limited. Acknowledge this with the children and let them know that you will update them as you receive new information.

3.6.3 Information on how children and young people understand death at different developmental stages is given in the [‘whole school approach to loss and bereavement’](https://blogs.glowscotland.org.uk/glowblogs/public/glasgowpsychologicalservice/uploads/sites/4587/2022/01/12122302/A-Whole-School-Approach-to-Loss-and-Bereavement-December-2021.pdf). This can be used to ensure that children are informed in a way which is appropriate, and which uses language that they are able to understand, particularly for those with additional support needs. Educational Psychologists can advise on this.

Consideration must also be given to pupil’s backgrounds. This includes having an informed understanding of different cultural and religious attitudes to disasters, death, bereavement, mourning and funerals. This will contribute towards a nurturing response for all pupils. Educational Psychologists can advise.

3.6.4 As far as possible the school’s normal routine should be followed. This is to ensure some security and continuity in the lives of the children at a time of crisis.

It should be a place where children can express their thoughts and feelings through various channels, and where they can confront painful issues in a safe and caring environment.

However in some extreme circumstances a school may have to close. This should be done in consultation with the Executive Director/Area Head of Service. The Press Office will advise on how to inform children and parents.

#### Informing associated schools

Critical incidents may affect multiple schools or communities. Contact should be made with these schools at the earliest possible opportunity with accurate information conveyed so that they may decide whether to implement their own critical incident plan. This includes siblings of children affected.

#### Other agencies

In circumstances where a city-wide or whole community response is required, civil emergency planning is in place across the city and involves all the major services, Social Work Services, Education, Health and the Police.

In any specific incident, the extent of involvement of other agencies will vary depending upon the nature of the incident.

Up-to-date contact details for such eventualities should be held by all agencies.

#### Communications Support and Media handling

3.9.1 Advice will be given by a Press Officer from the Council’s Press Office.

3.9.2 The school must protect children, parents, and staff from publicity, particularly in the early aftermath of an incident.

3.9.3 A senior member of school staff should be named to liaise with the Council’s Press Officer who will deal with all media enquiries. This named

member of staff should take advice from the Council’s Press Officer as to any contact with the press.

Press and television journalists should not have access to staff or children.

3.9.4 Staff should be advised not to discuss the incident with the media or with people out with the school setting.

The Council’s Press Officer will arrange a briefing session with the press if necessary. Unless this is arranged, journalists may be inclined to approach children, staff, and parents at the school gates.

The press office will give advice on how to manage this situation – including managing social media and information across communication channels.

3.9.5 The press office will also assist with drafting holding statements, social posts, letters to parents and carers and scripts for school staff.

3.9.6 They will also have access to council communication channels to share consistent messages and dispel any misinformation.

3.9.7 The council press office operates an out of hours service 24 hours a day, 365 days of the year and can be contacted at any time with a duty press officer available to assist at any time of the day or night.

### The Medium and Long Term Response

In most instances, following usual routines will be beneficial for all pupils. However, staff will require to review the events surrounding the critical incident, reflecting on the impact on the children in their care and on themselves.

Regular meetings of the Critical Incident Management Team are essential to ingather information and to plan next steps.

It can be helpful in the days following to start each day with an assessment of the day before and go through the plans for the day with the staff.

* 1. Support from other professionals

**5.1 Support from Glasgow Educational Psychology Service**

5.1.1 As with other central services Educational Psychologists will be in touch with the school Senior Leadership Team as soon as possible after an event occurs to discuss the needs of the school community.

5.1.2 Educational Psychologists will also support the school in the medium and longer term to ensure that the wellbeing needs of all involved are being appropriately supported.

5.1.3 Depending upon the nature, size and severity of the incident and in agreement with the Senior Leadership Team, Educational Psychologists will provide a proportionate and individualised response.

5.1.4 This may include:

**Short Term**

* A swift response for consultation and planning in the immediate aftermath of an event.
* support for school Senior Leadership Team decision making in a situation that is unfamiliar, potentially shocking and constantly evolving;
* advice on discussing events with children, young people and staff;
* advice regarding expected reactions, rituals, and potential adverse effects on wellbeing and learning;
* the potential for therapeutic input if there has been a group of children severely impacted by the event.

**Medium Term**

* Support schools to consider if onward referrals are necessary for affected children and if so, to whom and when;
* signposting to further sources of support for children, parents and staff following a critical incident;
* information sessions for staff on grief reactions in children and adults;
* advice on curricular adjustments, how to answer children’s questions. Helpful information about curricular supports can be found here:
  + <http://uktraumacouncil.org/resources/ci-lessons>

**Long Term**

* Advice on collection, triangulation, and analysis of data to evaluate impact on pupils and appropriateness of support strategies put in place;
* consultation support regarding memorials, commemorations or around significant dates, such as anniversaries;
* check in with senior leaders about their own wellbeing and that of the Critical Incident Management Team;
* meet with senior leaders to reflect on the event and identify learning points.

Further information, guidance and resources are available from the GEPS website:

<https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/>

#### Support from Health and Social Care Partnership

#### Social Work Services

5.2.1 Social Work Services will be working in partnership with Education Services, the police and others to support the families where appropriate.

5.2.2 Local medical staff will work closely with the school and other partners to provide support as appropriate.

#### Support from the Police

* + 1. The police will be involved in crisis situations involving serious injury or death. They will also be involved if there has been a criminal offence committed.
    2. If they are on site they will work with the school to ensure that arrangements are made to inform parents and liaise with Social Work Services and other agencies appropriately.
  1. **Glasgow City Council Resilience Team**

5.4.1 There is a Glasgow City Council Resilience Team which meets regularly to consider city-wide planning for critical incidents.

5.4.2 They hold an Emergency Services Contacts Directory which is updated regularly. This group will support if the situation merits a wider response.

### 6 Reflection and Evaluation

6.1 Evaluating response and recovery efforts will allow staff to modify plans in preparation for another critical incident. A variety of methods can be used in evaluation, for example brief telephone interviews with emergency responders, families, staff and children/young people, focus groups and so forth (Appendix 11).

6.2 Useful questions may include:

* + Which aspects of our plan worked well?
  + Were there times when our plan didn’t help our response?
  + Did our plan support children to feel safe, calm, connected, in control and hopeful?
  + Which class-based interventions were most successful and why?
  + Which assessment and referral strategies were most successful? Why?
  + Which strategies would you change? Why?
  + Is there a need for ongoing wellbeing support? For children/staff?
  + Do other professionals need to be contacted in the future? Which?

Why?

* + What additional training/resources are required?
  + Which other actions are required because of this evaluation?

6.3 An evaluation and reflection session can also assist the Critical Incident Management Team satisfy themselves that the approach they took was appropriate and will also allow lessons to be learned as no two incidents are the same.

There are significant strengths to be gained from taking a team approach both during and after a critical incident.

6.4 Following a reflective session Appendix 11 should be used to collate evaluative information and a copy submitted to: ?? GEPS contact

# Managing Critical Incidents

**Appendices and Pro Formae**

Education Services

Appendix 1: Planning

## **Critical Incident Management Team**

**PLEASE USE BLACK INK AND BLOCK LETTERS**

**1** Name of Establishment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2** | **PERSONNEL** | **NAME** | **CONTACT NUMBER** | **SUBSTITUTE** |
|  | Co-ordinator |  |  |  |
| Team Member |  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Administration Support |  |  |  |
| First Aiders |  |  |  |
|  |  |  |
| Educational Psychologist |  |  |  |
| Quality Improvement Officer |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **3** | **ADDITIONAL CONTACTS** | | | |
|  | Janitor |  |  |  |
| Key holder(s) |  |  |  |
| Location of site plans |  | | |

**Three school representatives, including a member of the senior management team and substitutes are recommended as any member of staff may be directly involved in or affected by the incident.**

Appendix 2: Education Services

## **Allocating Roles and Responsibilities**

**within the Establishment**

**PLEASE USE BLACK INK AND BLOCK LETTERS**

Prior allocation of roles and responsibilities helps to ensure swift and effective responses. The following tasks should be assigned and carried out within the suggested time frames. Time frames are provided for **guidance only**.

|  |  |  |  |
| --- | --- | --- | --- |
| **1** | **The Immediate Response** | **TIME FRAME** | **PERSONNEL** |
|  | Assess risk, apply first aid, ensure safety of children/young people and staff | As soon as possible |  |
| Contact emergency services as appropriate | As soon as possible |  |
| Obtain factual information and start incident log (Appendix 5) | As soon as possible |  |
| Inform Executive Director – who will inform Area Education Manager | As soon as possible |  |
| Contact press office – use 24 hour press number if out of hours who will contact Executive Director | As soon as possible |  |
| Senior management team meet with support personnel | Within hours |  |
| Establish Critical Incident Management Group | Within hours |  |
| Establish communication channels | Within hours |  |
| Log all incoming and outgoing calls. Maintain log of all significant events | Within hours |  |
| Inform Chair of Parent Council | Before Phase II |  |
|  | Contact families | As soon as possible and continue until complete |  |
|  | Brief children/young people and staff through staff meetings, class/register/year groups | Same day if possible |  |
|  | Plan to return to normal schooling | As soon as possible |  |
|  | Arrange for debriefing of those closely involved | As soon as possible allowing for health and safety |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **2** | **The Medium and Long-term Response** | **TIME FRAME** | **PERSONNEL** |
|  | Identify high risk children/young people | Next few days |  |
| Promote discussion in class | Next few days |  |
| Identify those who need further support and organise as required | Next few days |  |
| Plan for expressions of sympathy/acknowledgements/ Attendance at services etc. | Next few days |  |
| Plan for return of those involved in incident | As appropriate |  |
| Plan for acts of memorial/commemoration in consultation with families | As appropriate |  |
| Plan for anniversaries/birthdays etc. | As appropriate |  |

Appendix 3: Education Services

## **Useful Contacts**

**PLEASE USE BLACK INK AND BLOCK LETTERS**

A list of contacts should be obtained as part of the preparation phase of Critical Incident planning. Home phone numbers are confidential and permission

should be sought for these where appropriate. This list will require to be regularly updated. You may wish to add these contacts to your school mobile phone.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **CONTACT** | **NAME** | **WORK/MAIN NUMBER** | **OUT OF HOURS NUMBER** |
|  | Emergency services | 999  You will be asked which emergency service you require, what telephone number you are calling from, where the emergency is, and the reason for your call | | |
|  | Head of Establishment |  |  |  |
| Critical incident management group co-ordinator |  |  |  |
| Critical incident management group members |  |  |  |
|  |  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Executive Director of Education |  |  |  |
| Janitor |  |  |  |
| Press Office (Public Relations and Marketing) |  |  |  |
| Principal Educational Psychologist |  |  |  |
| Depute Principal Psychologist |  |  |  |
| QIO (Link) |  |  |  |
| Chair of Parent Council |  |  |  |
| Local Health Centre/General Practitioner |  |  |  |
| Accident & Emergency (local hospital) |  |  |  |
| Social Work Services Manager |  |  |  |
| School Chaplain/Priest |  |  |  |
| Cordia (Services) LLP |  |  |  |
| City Building (Glasgow) LLP |  |  |  |
| Third sector partners |  |  |  |
| Unions |  |  |  |
| Other schools |  |  |  |
| Workplace options |  |  |  |
| Other |  |  |  |
|  |  |  |
|  |  |  |

**09/10** Glasgow City Council Education Services 100920/352SC

**Managing Critical Incidents in Schools Appendix 3**

Appendix 4: Education Services

## **Critical Incident Log**

**PLEASE USE BLACK INK AND BLOCK LETTERS**

|  |  |
| --- | --- |
| **1** | Nature of Incident |
|  |
| Name of Establishment |
| Date of Incident |
| Brief description of incident |

|  |  |  |  |
| --- | --- | --- | --- |
| **2** | **CHILDREN/YOUNG PEOPLE AND STAFF INVOLVED** | | |
|  | Name | Nature of involvement | Comments |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Appendix 5: Education Services

## **Record of Calls Made**

**PLEASE USE BLACK INK AND BLOCK LETTERS**

**1** Date of Incident

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2** | **PEOPLE AND SERVICES CONTACTED** | | | |
|  | Date/Time | Phone Number | To Whom | Called by |
|  |  |  |  |
| Purpose | | | |
| Follow-up | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date/Time | Phone Number | To Whom | Called by |
|  |  |  |  |
| Purpose | | | |
| Follow-up | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date/Time | Phone Number | To Whom | Called by |
|  |  |  |  |
| Purpose | | | |
| Follow-up | | | |

Appendix 6: Education Services

## **Record of Calls Received**

**PLEASE USE BLACK INK AND BLOCK LETTERS**

**1** Date of Incident

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2** | **DETAILS OF CALLS RECEIVED** | | | |
|  | Date/Time | Phone Number | Name of Caller | Taken by |
|  |  |  |  |
| Message and Outcome | | | |
|  | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date/Time | Phone Number | Name of Caller | Taken by |
|  |  |  |  |
| Message and Outcome | | | |
|  | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date/Time | Phone Number | Name of Caller | Taken by |
|  |  |  |  |
| Message and Outcome | | | |
|  | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Date/Time | Phone Number | Name of Caller | Taken by |
|  |  |  |  |
| Message and Outcome | | | |
|  | | | |

Appendix 7: Education Services

## **Chronology of Events**

**PLEASE USE BLACK INK AND BLOCK LETTERS**

**1** Name of Establishment

Date of Incident

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2** | **DETAILS OF EVENTS - Phone calls may be included where relevant** | | | |
|  | Date/Time | Event | ACTION by whom | Outcome |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Date/Time | Event | ACTION by whom | Outcome |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Date/Time | Event | ACTION by whom | Outcome |
|  |  |  |  |



Appendix 8: Parent letter





Dear Parent/Carer

The school has experienced (the sudden death, accidental injury, etc.) of *Name of child/young person*.

We are deeply saddened by the deaths/events. *(Brief details of the incident, and in the event of a death, perhaps some positive remembrances of the person lost)*. Our thoughts are with *(family name)*.

We have support structures in place to help your child cope with this tragedy. *(Elaborate)*. It is possible that your child may have some feelings and questions that he/she may like to discuss with you. It is important to give factual information that is appropriate to their age. You can help your child by taking time to listen and by encouraging them to express their feelings. All children are different and will express their feelings in different ways. It is not uncommon for children to have difficulty concentrating or to be fearful, anxious, or irritable. They may become withdrawn, cry, complain of physical aches and pains, have difficulty sleeping or have nightmares. Some may not want to eat. These are generally short term reactions. Over the course of the days to come, please keep an eye on your child and allow him/her to express their feelings without criticism.

Although classes will continue as usual, I anticipate that the next few days will be difficult for everyone. *(Optional)* An information night for parents/carers is planned for (date, time and place). At that time, further information about how to help children in grief will be given.

We have enclosed some information which you may find useful in helping your child through this difficult time.

If you would like advice you may contact the following people at the school *(details)*. Yours sincerely

Head of Establishment’s signature

Name Job Title







Dear Parent/Carer

With great sadness I write to inform you of the sudden death, as a result of an accident, of (*name of child/young person*).

(*Name of child/young person)* was a much loved member of class (*detail of stage/year group*) and our school community.

Quite appropriately children react to loss and bereavement in different ways and their understanding of loss and bereavement grows as they grow.

Ms/Mr (*name of class teacher*) has spoken sensitively to your child’s class group but there may be feelings and questions around this that you will be best placed to discuss with your own child. I am sure you will join us in passing on our sincerest condolences to (*name of child’s/young person’s*) family and friends.

At a later time the school community will commemorate (*name of child’s/young person’s*) life and we will inform you of this.

Yours sincerely Name

Job Title

Appendix 9: Education Services

## **Information for Parents/Carers**

**PLEASE READ CAREFULLY**

|  |  |
| --- | --- |
|  | Children/Young people do not need to be taught how to grieve. They will do it naturally and in healthy ways if we allow them and if we provide a safe atmosphere, permission and example to do so.   * Listen carefully. Let them tell their story. Tell them that the reactions they are having are normal. * Pay extra attention, spend extra time with them, be more nurturing and comforting. * Reassure them that they are safe. * Don’t tell them that they are *“lucky it wasn’t worse”*. People are not consoled by such statements. Instead, tell them that you are sorry such an event has occurred and you want to understand and help them. * Don’t be surprised by changes in behaviour or personality. They will return to their usual selves in   time.   * Don’t take their anger or other feelings personally. Help them to understand the relationship between anger and trauma. Help them find safe ways to express their feelings, for example by drawing, exercise, or talking. * Help them to understand that defiance, aggression and risk behaviour is a way to avoid feeling the   pain, hurt and or fear they are feeling.   * When going out, let them know where you are going and when you will be back. * If you are out for a long time telephone and reassure them. * Tolerate regressive behaviour such as nail biting, thumb sucking, or the need for a nightlight. * Share your own experience of being frightened of something and getting through it. * If they are feeling guilt or shame, emphasise that they did not choose for this to happen and that they are not to blame. Even if they were angry with the person who died, or had been mean to them, this did not make it happen. * Work with the school support services and other available services. |
|  |

Appendix 10: Education Services

## **A Guide to Informing Children/**

**Young People**

**PLEASE READ CAREFULLY**

|  |  |
| --- | --- |
|  | Information given to children/young people about an incident affecting school life should be simple and truthful. If possible children/young people should be told in small groups e.g. class or tutor groups. If children/young people are gathered together as a whole school remember to give time for questions and to talk through in smaller groups with teachers afterwards. Take into account the childrens’/young peoples’ additional support needs and backgrounds and give factual information using age appropriate language and concepts.   * Open by preparing children/young people for some sad/difficult news. * Pass on facts only; avoid speculation about causes or consequences. * Avoid euphemisms; instead use words like *“dead”* or *“died”*. * If you cannot answer questions acknowledge this. * Address and deal with rumours. * Don’t be afraid to refer to the deceased by name and try to highlight some of the positives in their lives. * Try to express some of the emotions that may be experienced (e.g. shock, anger, disbelief) and explain that strong and difficult feelings are a normal part of the process of coming to terms with the incident. * Explain what arrangements the school has made for coming to terms with what has happened.   **For example**  *“I’ve got some sad news for you today that might be upsetting. Some of you will know Paul Smith in fourth year. Yesterday after school he was involved in a road traffic accident near his home. He was taken to hospital but died later last night.*  *Like me, many of you will find it hard to believe that this has happened and it is a big shock for us all. Paul was a popular boy and many of you will have known him through the Pupil Council.*  *We will talk to Paul’s family about funeral arrangements and keep you informed about how the school might remember him. A memorial book will be available in the hall for you to write down some thoughts or messages for Paul’s family.*  *Strong and 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 own thoughts and feelings. Please talk to your family and friends, teachers and other adults in the school. This is likely to be a difficult time for us all and we should try our best to support each other. Please come and talk to me if you have any questions you want to ask or if you just want to talk”.* |
|  |

Appendix 11: Education Services

## **Reflection on Events**

**PLEASE USE BLACK INK AND BLOCK LETTERS**

**1** Name of Establishment

Date of Incident

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **2** | **DETAILS OF EVENTS** | | | | | |
|  | Brief description of incident | | | | | |
| Head of Service contacted? | **YYEESS** | **NNOO** | Incident deemed critical? | **YYEESS** | **NNOO** |
| Name of Head of Service | | | | | |
| Action taken by educational establishment | | | | | |
| Description of external supports accessed | | | | | |
| What worked well | | | | | |
| What worked less well | | | | | |
| How could things have been done better | | | | | |
| Comments | | | | | |

Signature Date

Name (PRINT)