**MANAGING CRITICAL**   
**INCIDENTS IN EDUCATIONAL ESTABLISHMENTS**

A guide for schools and early learning centres



 June 2024

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**FOREWORD**

Like 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 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.



**Douglas Hutchison**   
**Executive Director of Education**

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

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**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.

**1.1**It 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 |

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**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 (PR Manager,   
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.

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**1.6 First Steps in Dealing with a Crisis**   
**Situation**

This section of the document will support the   
immediate response when a crisis occurs. The following   
sections of this document will assist you in pre-planning   
and preparation and are essential reading to ensure   
that the actions you take are effective, proportionate   
and focused on physical and emotional safety.

Whilst each situation is unique and as such will require   
individualised planning according to your context and   
the specifics of the situation you are dealing with, there   
are some immediate actions which are common to all.

In completing these as soon as possible, you will   
ensure that appropriate action is taken to share   
information with those who will help you with the next   
stages of a response and with those in the school   
community who are immediately affected by the incident.

Some of these actions can be happening   
simultaneously with members of the Senior Leadership   
Team and the Critical Incident Management Group   
working together. (see Appendix 2 for an expanded   
version which will cover the first full phase of a crisis)

Where there is the possibility of a criminal investigation   
you will be advised by the police (or via GCC press   
office) about the information which you can share   
  
and what you cannot.

Dealing with the first phase of a crisis can be   
emotionally challenging and physically tiring.

Please be aware of your own emotional wellbeing   
  
and do not be worried about seeking support.

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**First Steps Checklist**

|  |  |  |
| --- | --- | --- |
| **ACTION** | **WHO** | **COMPLETED** |
| Assess risk, apply first aid, ensure safety of children/young people and staff |  |  |
| Contact emergency services if risk assessment indicates this |  |  |
| Ensure all children and staff are accounted for and the whereabouts of everyone involved is known |  |  |
| Obtain information for sharing immediately |  |  |
| Inform the Executive Director **07776 664 704 /**  **PA LANDLINE:0141 287 4551**who will inform Head of Area and Glasgow Educational Psychology Service |  |  |
| Inform the press office  **0141 287 4003 / 07780 520937**  If an incident happens out of hours the Press Office will contact the Executive Director |  |  |
| Senior Leadership Team and Critical Incident Management Group meet to agree immediate communications with: Staff (in and out of school)  Children and young people (Whole school? Classes?  Friendship groups? Individuals? Those out of school)  Parents/Carers  Relevant partners  Colleagues from the Press Office and Educational Psychology can support you with this |  |  |
| Senior Leadership Team and Critical Incident Management Group consider and plan for immediate implications for the running of the school/classes/ transitions etc. |  |  |

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**1.7 When a Child or Colleague Dies**

These guidelines will support a school community through almost all critical incidents which they may encounter. They are designed to help you plan and respond appropriately, even in challenging circumstances, and to guide you in how to quickly access support from the team at centre and beyond.

Some incidents which affect a school will have a particular emotional impact on senior leaders and staff teams. Often these are the times when a child or colleague dies. In these circumstances heads and their teams are not only experiencing the emotional impact and grief response themselves but are also trying to support the children and young people in their care as they experience this too.

When you are dealing with the death of a pupil or staff member particular attention should be paid to how information is   
communicated with those closest to the person who has died and those who have recently experienced a close bereavement.

Linking as soon as possible with family members of the   
deceased will ensure that information which is shared is as accurate as possible and in accordance with the wishes of the family at this stage.

The following checklist is designed to support you in this specific circumstance and should be used in conjunction with other supporting documentation in this guidance.

Remember that developmental stages and children’s   
understanding of death will [influence the way children react](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) [and the support they n](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)eed. **[Education Services’ guidance on 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)** give[s full information about children’s grief responses and ho](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)w you can support them.

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|  |  |
| --- | --- |
| **ACTION** | **DETAILS INCLUDING WHO WILL CAR­RY OUT ACTIONS** |
| Gather as much information as you can.  Was this an expected or unexpected death?  Were others involved?  Are police likely to be involved?  Is the death of media interest?  Have you contacted the press office? |  |
| Make contact with parents/carers.  Consider who is best to do this and when.  Who has a pre-existing relationship? |  |
| Update electronic pupil records, paying particular attention to messaging apps, attendance alerts etc. |  |
| Often people in the community will know about a death before information is shared by the school. However, a formal communication from the school can help to give factual information, ensure all are informed equitably and clarify the  school’s response. Agreeing communications with the team from the Press Office will ensure this is done timeously and the most helpful manner. |  |
| Consider how you will manage the school environment.  Should you gather the belongings of the deceased?  What will you do with jotters/artwork/ wall displays?  Ensure you work together with staff on this. For example, you may want to leave wall displays or name tags until the end of the term. You may want to keep seating arrangements until groups are moved naturally.  Let the family know that you have the deceased’s belongings and are keeping them safe. Offer to look after the belongings until the family are ready or return them if requested. Having a nice box to store them in may be appropriate. |  |
| Plan with colleagues & centre staff for attendance at the funeral.  Things to consider may be:  Who is attending for personal reasons?  Who is representing the school? (staff / pupils) Who will provide staff cover?  Can neighbouring schools/centre staff help?  Will staff /children return to school afterwards?  How will this be managed/supported?  Be aware that depending on cultural norms some funerals may happen very quickly. |  |
| Consider ways for staff and pupils to express their feelings and condolences. |  |
| Consider an in-school special assembly or memorial service. Who will attend? Who will inform the family?  Do they want to help plan?  Who will lead and who will take part?  What is the role of school chaplain/faith leaders? |  |
| Think about who might be immediately affected and what support they might need. Has anyone in your team had a recent bereavement?  Has anyone previously experienced the death of a child?  Are there siblings or other family members involved?  Did the child/colleague have people in school that they were close to? Consider also what supports may be required as these people return  to the school environment. |  |
| Occasionally families may request that the school building be used as part of funeral arrangements. Always discuss this with centre staff before making a commitment to the family. |  |
| Over time consider how you will mark anniversaries and whether and how the school community wants to commemorate the child or colleague.  Be aware of key transition points that may be difficult, for example moving  to a new class or school. |  |

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**2. 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.

**2.1 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; |

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 Officers, Media Officers and Educational Psychologists can provide support at this planning phase if required.

|  |  |  |
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| • | liaison with parents and chair of the Parent Council; | **11** |
| • | care and welfare of children, staff, and visitors. |
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**2.2 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; |

**2.2.2** Staff should understand the importance of accurate record keeping. This becomes particularly important if there is an inquiry following the event.

**2.2.3** 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 Critical Incident Management Plan.

|  |  |  |  |
| --- | --- | --- | --- |
| •  • • •  • •  •  •  •  • • | 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; | **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. | |
| 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. | | |
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|  | **APPENDIX 1 CRITICAL INCIDENT MANAGEMENT TEAM** |

**PLEASE USE BLACK INK AND BLOCK CAPITALS**

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| --- | --- |
| **NAME OF ESTABLISHMENT** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **PERSONNEL** | **NAME** | **CONTACT NUMBER** | **SUBSTITUTE** |
| **CO-ORDINATOR** |  |  |  |
| **TEAM MEMBER** |  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **ADMINISTRATION SUPPORT** |  |  |  |
| **FIRST AIDERS** |  |  |  |
|  |  |  |
| **EDUCATIONAL PSYCHOLOGIST** |  |  |  |
| **QUALITY IMPROVEMENT OFFICER** |  |  |  |
| **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.

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| --- | --- |
|  | **APPENDIX 2**  **ALLOCATING ROLES AND RESPONSIBILITIES WITHIN THE ESTABLISHMENT**  **PLEASE USE BLACK INK AND BLOCK CAPITALS** |

|  |  |  |
| --- | --- | --- |
| **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 |  |
| Ensure that all pupils and staff are accounted for and that the whereabouts of all people involved in the incident are known | As soon as possible |  |
| Speak to staff and pupils directly involved in the incident to consider immediate safety needs and any support required. Appendix 4 can support with this | As soon as possible |  |
| Obtain factual information and start incident log (Appendix 4/5). Ensure that copies are available for other staff to complete | As soon as possible |  |
| Inform Executive Director – who will inform Area Education Manager | As soon as possible |  |
| Contact press office **0141 287 4003** Use 24 hour press number**07780 520 937** if out of hours who will contact Executive Director | As soon as possible |  |
| Senior management team meet with support personnel and decide if Critical Incident Management Group needs to be stood up | Within hours |  |
| Speak to involved professionals such as Police, Health, or Social Work to gather information and to find out any restrictions on what can be shared | Within hours |  |
| Make a plan with the Press Officer on how to manage enquiries from pupils, families and the press | Within hours |  |
| Log all incoming and outgoing calls. Maintain log of all significant events using - Appendix 4 | Within hours |  |
| Provide staff with an initial outline of the incident and outline any steps that need to be taken at this stage | Within hours |  |
| Contact families, prioritizing those whose children have been directly involved | As soon as possible and continue until complete |  |
| Brief children and young people through class/register/year groups | Same day if possible |  |
| Inform other professionals who work regularly in school but may be missed e.g. those on maternity leave or peripatetic specialists | Same day if possible |  |
| Plan to return to normal schooling | As soon as possible allowing for health and safety |  |
| Arrange for debriefing of those closely involved | As soon as possible allowing for health and safety |  |
| Inform chair of Parent Council | Before Phase 2 |  |

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| **THE MEDIUM AND LONG-TERM** | **TIME FRAME** | **PERSONNEL** |
| Update staff, pupils, and parents as new information and details become available | After Critical Incident Management Team  meet the next day and continue as required |  |
| 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 |  |
| Ensure that staff’s wellbeing is monitored and that appropriate sign-posting to internal and external supports are made | 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 |  |

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|  | **APPENDIX 3**  **USEFUL CONTACTS** |

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.

**PLEASE USE BLACK INK AND BLOCK CAPITALS**

|  |  |  |  |
| --- | --- | --- | --- |
| **CONTACT** | **NAME** | **WORK MAIN** | **OUT OF HOURS** |
| **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** | | |
| **PRESS OFFICE**  **(PUBLIC RELATIONS AND MARKETING)** | **0141 287 4003**  **(24 HOUR PRESS NUMBER 07780 520 937)** | | |
| **CRITICAL INCIDENT MANAGEMENT GROUP CO-ORDINATOR** |  |  |  |
| **CRITICAL INCIDENT MANAGEMENT GROUP MEMBERS** |  |  |  |
| **EXECUTIVE DIRECTOR OF EDUCATION** | **DOUGLAS’ MOBILE: 07776 664 704** | **PA LANDLINE: 0141 287 4551** |  |
| **JANITOR** |  |  |  |
| **PRINCIPAL EDUCATIONAL PSYCHOLOGIST** |  |  |  |
| **DEPUTE PRINCIPAL PSYCHOLOGIST** |  |  |  |
| **QIO (LINK)** |  |  |  |
| **CHAIR OF PARENT COUNCIL** |  |  |  |
| **LOCAL HEALTH CENTRE/GENERAL PRACTITIONER** |  |  |  |

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**3. 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’, 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:

**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.

|  |  |  |
| --- | --- | --- |
| • | evacuate or remain in the establishment as | **3.3.3** The Executive Director or Head of Area will inform the City Principal Educational Psychologist or |
| appropriate. This should be one of the first |
| decisions made; |
| Area Depute Principal Psychologist. |
| • | expect to be surprised, there will inevitably be a | **3.3.4** Other services and agencies should be contacted as appropriate, as detailed on the Critical Incident |
| degree of confusion and shock; |
| • | carefully assess the situation and choose the | Management Plan. |
| appropriate response, for example, is this a | **3.3.5** Information about critical incidents which occur away from the school may be unclear for many hours, |
| critical incident? What type? Do you need to call |
| • |
| emergency services? Take basic protective steps; |
| however there is still a need to ensure that accurate |
| trust leadership. Calm, confident, and serious | information is relayed as soon as possible. Uncertainty |
| leaders will convince others of the seriousness of | breeds rumours which can add to distress. |
| the incident and the wisdom of the decisions being | **3.3.6** The Critical Incident Management Plan will detail how all staff remain in communication with each |
| • |
| taken; |
| allow for flexibility in implementing the plan | other and the senior management team in a way that |
| according to the needs of the situation. | 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.

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| **3.4 Informing School Staff** | • | advise on the time and place of the next |
| opportunity to meet and discuss the situation; |

**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.

|  |  |
| --- | --- |
| • | 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; |

|  |  |  |
| --- | --- | --- |
| In such circumstances information may be circulating | • | carrying out school and classroom rituals taking in |
| on social media however until press office confirm |
| to account the five principles of safety, calmness, |
| that information has been released by the police this |
| connectedness, being in control and hopefulness. |
| information should not be shared more widely. |
| School life should be as reassuring and normal as |
| **3.4.5** If possible, a staff briefing should be convened by the head teacher or senior member of the management | • | possible; |
| helping siblings and close friends to settle |
| team. If it is not possible to leave the children for any |
| • | into routines; |
| length of time, small groups of staff should attend a |
| consideration of organising classroom meetings |
| series of meetings specially convened. Media officers |
| to talk through the event and/or small group |
| and educational psychologists can provide advice and |
| meetings for especially involved children. |
| 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; | **18** |
| • | 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; |
| Glasgow City Council Eduction Services | **Managing Critical Incidents** |

**3.5 Contact with Parents and Carers**

**3.5.1** 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. Centre 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 practic[es and cultures.](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)

[The document](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)  **[‘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.](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)

**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. |

**3.6 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 de[ath at different developmental stages](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) [is given in the](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) **[‘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 child](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)ren [are informed in](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) 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.

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**3.7 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.

**3.8 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.

**3.9 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.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **APPENDIX 4**  **CRITICAL INCIDENT LOG**  **PLEASE USE BLACK INK AND BLOCK CAPITALS**   |  |  | | --- | --- | | **NATURE OF INCIDENT** |  | | **NAME OF ESTABLISHMENT** |  | | **DATE OF INCIDENT** |  | | **BRIEF DESCRIPTION OF INCIDENT** | | |

**CHILDREN / YOUNG PEOPLE AND STAFF INVOLVED**

|  |  |  |
| --- | --- | --- |
| **NAME** | **NATURE OF INVOLVEMENT** | **COMMENTS** |
|  |  |  |
|  |  |  |
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| --- | --- | --- | --- |
|  | **APPENDIX 5**  **RECORD OF CALLS MADE**  **PLEASE USE BLACK INK AND BLOCK CAPITALS**   |  |  | | --- | --- | | **DATE OF INCIDENT** |  | |

**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** | | | |

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| --- | --- | --- | --- |
|  | **APPENDIX 6**  **RECORD OF CALLS RECEIVED**  **PLEASE USE BLACK INK AND BLOCK CAPITALS**   |  |  | | --- | --- | | **DATE OF INCIDENT** |  | |

**PEOPLE AND SERVICES CONTACTED**

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE / TIME** | **PHONE NUMBER** | **NAME OF CALLER** | **TAKEN BY** |
|  |  |  |  |
| **PURPOSE** | | | |
| **FOLLOW-UP** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE / TIME** | **PHONE NUMBER** | **NAME OF CALLER** | **TAKEN BY** |
|  |  |  |  |
| **PURPOSE** | | | |
| **FOLLOW-UP** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE / TIME** | **PHONE NUMBER** | **NAME OF CALLER** | **TAKEN BY** |
|  |  |  |  |
| **PURPOSE** | | | |
| **FOLLOW-UP** | | | |

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| --- | --- | --- | --- | --- | --- |
|  | **APPENDIX 7**  **CHRONOLOGY OF EVENTS**  **PLEASE USE BLACK INK AND BLOCK CAPITALS**   |  |  | | --- | --- | | **NAME OF ESTABLISHMENT** |  | | **DATE OF INCIDENT** |  | |

**DETAILS OF EVENTS - PHONE CALLS MAY BE INCLUDED WHERE RELEVANT**

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE / TIME** | **EVENTS** | **ACTION by whom** | **OUTCOME** |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE / TIME** | **EVENTS** | **ACTION by whom** | **OUTCOME** |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE / TIME** | **EVENTS** | **ACTION by whom** | **OUTCOME** |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE / TIME** | **EVENTS** | **ACTION by whom** | **OUTCOME** |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE / TIME** | **EVENTS** | **ACTION by whom** | **OUTCOME** |
|  |  |  |  |

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**APPENDIX 8**   
**PARENT LETTER**

|  |  |  |
| --- | --- | --- |
|  | Executive Director of | Glasgow City Council |
| Education | City Chambers East Building |
| Douglas Hutchison | 40 John Street |
| Glasgow G1 1JL |

Our Ref: Your Ref:   
Date:

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

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|  |  |
| --- | --- |
|  | **APPENDIX 9 INFORMATION FOR PARENTS/CARERS**  **PLEASE READ** |

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. | **26** |
| • | 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. |
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| --- | --- |
|  | **APPENDIX 10 A GUIDE TO INFORMING CHILDREN/YOUNG PEOPLE**  **PLEASE READ** |

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.”*

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**4. THE MEDIUM**   
**AND LONG TERM RESPONSE**

**4.1** In most instances, following usual routines will be beneficial for all pupils. However, staff will require time to review the events surrounding the critical incident, reflecting on the impact on the children in their care and on themselves. Pupils, staff, and parents will need to be updated as new information and more details become available.

**4.2** 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.

**4.3** Staff should continue to complete the Critical Incident Log (Appendix 4). These should be discussed with the Critical Incident Management Team and actioned as appropriate during the meetings, for example if parents need to be called.

**4.4** During these meetings, it may be helpful to   
consider if there are any children and young people who would benefit from either more targeted   
approaches linked to staged intervention or whether onward referral to partner agencies such as educational psychology or CAMHS would be appropriate. Some staff may also require additional support.

**4.5** Consideration could be given to how best to signpost supports to parents, staff, and children.

These resources could be shared through existing means, such as SeeSaw or text, or shared at convened meetings.

**4.6** If a death is involved, the period between death and the funeral will be variable dependent upon   
culture. Having prompt discussions around who will attend and who will support the school to do so would be helpful. The level of support children require to attend a funeral will be variable. Some may require an explanation of what will happen whilst others may be familiar with the process already. Educational   
psychology can support with resources and consultation relating to funerals.

**4.7** Curricular adjustments to include lessons around topics such as death, grief, and trauma could be included to accommodate questions, increase the feeling of connectedness and safety, and allow for new learning. Educational Psychology can signpost resources or advise through consultation on the most appropriate materials to support with this.

**4.8** In the medium and long term, consideration about how to plan for memorials, commemorations, and significant dates will need to be undertaken. This could be an opportunity to involve the local community   
and facilitate connectedness and emotional support.

Listening to the voice of the child and young person will help increase their feelings of control over the situation.

**4.9** It may be appropriate for some children and young people to engage in a targeted loss and bereavement intervention, such as Seasons for Growth or with school-based counselling services.

**4.10** To help inform future planning, it would be helpful for the Critical Incident Management Team to undertake a reflection of their response with the partners involved within three months of the incident. Appendix 11 can support with this.

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**5. 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.

**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;  considering training members of staff as Seasons for Growth companions or supporting those already trained within the establishment; |

|  |  |  |  |
| --- | --- | --- | --- |
| **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** | | • | 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 ca](http://uktraumacouncil.org/resources/ci-lessons)n be found from the **[UK trauma council website](http://uktraumacouncil.org/resources/ci-lessons)**[:](http://uktraumacouncil.org/resources/ci-lessons) |
| **[http://uktraumacouncil.org/resources/ci-lessons](http://uktraumacouncil.org/resources/ci-lessons)**  **Long 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 collection, triangulation, and analysis |
| • | advice on discussing events with children, young | of data to evaluate impact on pupils and  appropriateness of support strategies put in place; | |
| people and staff; | |
| • | advice regarding expected reactions, rituals, and | • | consultation support regarding memorials, |
| commemorations or around significant dates, such as anniversaries; | |
| potential adverse effects on wellbeing and learning; | |
| • | the potential for therapeutic input if there has been |
| • | check in with senior leaders about their own |
| a group of children severely impacted by the event. | |
| wellbeing and that of the Critical Incident Management Team; | |
| • | meet with senior leaders to reflect on the event and |
| identify learning points. | |

Further informatio[n, guidance and](https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/) resources are

available from the **[GEPS website](https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/)**[:](https://blogs.glowscotland.org.uk/glowblogs/glasgowpsychologicalservice/)

https://blogs.glowscotland.org.uk/glowblogs/

glasgowpsychologicalservice/

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**5.2 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.

**5.3 Support from the Police**

**5.3.1** 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.

**5.3.2** 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.

**5.4 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.

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**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. A reflective session with relevant members of staff will be facilitated by Glasgow Educational Psychology Service. (Appendix 11).

**6.2** The reflective session will consider:

|  |  |
| --- | --- |
| • • • • | 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? |

**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, GEPS will collate and report on city wide responses on an annual basis.

|  |  |  |
| --- | --- | --- |
| • | Which assessment and referral strategies were most | **31** |
| 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? |
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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **APPENDIX 11**  **REFLECTION ON EVENTS**  **PLEASE USE BLACK INK AND BLOCK CAPITALS**   |  |  | | --- | --- | | **NAME OF ESTABLISHMENT** |  | | **DATE OF INCIDENT** | **COMPLETED BY** | |

**DETAILS OF EVENTS**

|  |  |  |
| --- | --- | --- |
| **BRIEF DESCRIPTION OF INCIDENT** | | |
| **HEAD OF SERVICE CONTACTED?** | **YES** | **NO** |
|  |  |
| **INCIDENT DEEMED CRITICAL?** |  |  |
| **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** | | |

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