

	POLICY TITLE:	Critical Incidents & Tragedy
Kingsmead Academy T/A Kingsmead School		
Committee/Person Responsible for Policy:		Head Teacher Finance, Strategy & Personnel sub-committee
Date Approved by Governing Body:		September 2021
Date of Last Review:		Term 1 2021/22
Next Review Due:		Term 1 2024/25

1 INTRODUCTION - What is a **Critical Incident or Tragedy**?

Traumatic incidents affecting schools and local communities seem to be on the increase.

- 1.1 Such incidents come in many forms from major disasters such as Lockerbie, Hungerford, Herald of Free Enterprise, and Dunblane, to smaller scale incidents involving the death or serious injury of students, staff or parents/carers, such as Ann Maguire, the teacher in Leeds. Whatever the scale of the incident, the effect on the individuals involved can be equally devastating.
- 1.2 It is now recognised that children are no more resilient than adults to traumatic events and their reactions are basically the same. Kingsmead, therefore, has an important role to play in helping children to understand and cope with the impact of such events. School is a normal place for a child to be and offers security at a time of insecurity. Teachers have many skills and techniques which they use routinely to help troubled children and, with some further training and confidence building, these skills can be adapted to help children cope with a range of traumatic incidents.

Accidents or disasters affecting students and staff are regrettably all too common. For example, if a student dies, the whole school may feel the loss; or, when students who have suffered shock or injury return to school, they may need to be treated with particular sensitivity. There are any number of possibilities requiring any number of responses. Kingsmead should be prepared for any such situation, to minimise possible trauma to students, staff and parents.

1.3 **A Critical Incident or Tragedy** may be defined as a single incident or sequence of incidents which

- are sudden and unexpected
- contain real or imagined threats to a person
- overwhelm usual coping mechanisms
- cause severe disruption
- are traumatic to anyone

1.4 **Critical Incidents affecting Kingsmead may include:-**

- The death of a student(s) or member(s) of staff through sudden accident, murder, terminal illness or suicide.
- A serious accident involving students and School personnel on or off School premises.
- A violent attack or violent intrusion onto School premises, e.g. involving an armed intruder or a bomb alert.
- Fire, flood, building collapse or major vandalism in the School.
- A hostage situation.
- A disaster in the community, e.g. transport accident, terrorism.

The TRAUMA caused by critical incidents challenges individuals mentally, physically, emotionally and spiritually.

REACTIONS TO MAJOR STRESS IN ADULTS AND YOUNG PEOPLE

It is likely that a number of people may suffer from Post-Traumatic Stress Disorder as a result of a tragedy (PTSD). This syndrome is defined by the World Health Organisation as a reaction that may follow an event that is outside the range of usual human experience and would be very distressing to almost anyone.

There are three main groups of symptoms or reactions:

1. The traumatic event is persistently re-experienced in thoughts, dreams or flashbacks where the individual thinks it is all happening again.
2. There is persistent avoidance of stimuli associated with the trauma, or there is numbing of general responsiveness.
3. There are signs of increased physiological arousal such as disturbed sleep and poor concentration.

PTSD is now recognised as a normal reaction to an abnormal situation. Staff and students alike can be affected both emotionally and in their work achievements by crises, and these effects can sometimes last for many years. It is clear that the school should be aware of the possibility of these reactions and other fears. We must ensure that victims receive sensitive understanding/treatment, in addition to counselling from either within or outside school. We need to plan ahead to minimise the impact of such crises.

2 Developing a Critical Incident Contingency Plan

- 2.1 Although it is not possible to predict when and where a disaster will strike, there is much that Kingsmead can do to be prepared should the "worst" happen. This policy is to enable the SLT to put in place the following contingencies within the policy so that in the event of a disaster, on whatever scale, staff can act quickly to cope with the distress and confusion and begin to regain a sense of control.
- 2.2 The experience of schools which have been involved in a critical incident shows that those which have made some preliminary plans are able to act promptly and cope most effectively with the traumatic consequences of a critical incident. These plans would include suggested actions, roles and responsibilities which can be initiated promptly in the event of a critical incident.
- 2.3 Foremost in this planning is the creation of a **Critical Incident Leadership Team**, based on the Senior Leadership Team but also including staff who are most suited in terms of their personal and practical skills and their availability and reliability. This team should aim to meet annually to review and update the Critical Incident Contingency Plan. The Team will have at least one member whose role it is to co-ordinate and liaise with the media – this is the Deputy Headteacher (P&P). This needs to be someone other than the Headteacher as he/she may well be deployed elsewhere.
- 2.4 Kingsmead's Critical Incident Contingency Plan will have prepared procedures and responses that can be put into action in the immediate aftermath of a critical incident. It will need to be flexible enough to cope with a wide range of possible incidents which may occur either on or off site.

3 Somerset LA has the following co-ordinated support strategy for schools in the event of a Critical Incident, which will still apply to Kingsmead.

- 3.1 **Advice and support for school staff** - this is provided primarily by the Educational Psychology Service. A telephone call direct to the Educational Psychology Service at the local area base for Somerset Support Services will initiate the **Educational Psychology Services' Critical Incident Response to Schools**.

This service offers:

- Prompt telephone contact from the Senior Educational Psychologist to discuss the nature and scale of the incident.
- In agreement with the Headteacher, a team of Educational Psychologists experienced in Critical Incident work can visit the school immediately to advise and support staff and to plan further action as appropriate.
- Psychological support can be provided for staff and students who are particularly affected. There is often not time to contact the parents/carers of all children who request this type of support. Kingsmead will:
 - include a section in their handbook to explain that this type of professional support will be available to all students who request it in the event of a Critical Incident.
 - prepare, as part of their contingency planning, a proforma letter to parents/carers about the involvement of the Psychological Service in supporting the school following a Critical Incident. See Appendix 1.

- Advice can be given about individuals who may need longer term therapeutic help.
- 3.2 **Support from other LA Officers and Services** - The involvement and expertise of other LA personnel is also available to Kingsmead:-
- 3.3 **Education Social Workers** are familiar faces in schools and can offer listening time and advice to students and staff.
- 3.4 **Youth Service:** This may be a useful contact for secondary schools to help support young people both in and out of school. This support can be accessed by contacting the local senior or area youth worker or County Youth Service Manager.

Critical Incident/Tragedy Plan

Critical Leadership Team

In the event of a Critical Incident Kingsmead's Critical Incident Leadership Team will convene.

This team will be made up of:

- Headteacher – Chair
- Director of Finance & Operations – Vice Chair & Emergency Services
- Deputy Headteacher (P&P)– Media liaison
- Deputy Headteacher (WB&D) - Safeguarding
- Site Manager (as appropriate)
- Assistant Headteachers (as appropriate):
 - Assistant Headteachers– gathering information
- Assisted by the following personnel:
 - Admin Manager/Cover & Exams Officer – emergency services
 - PA to Assistant Headteacher/SENCo: Inclusion / Behaviour Support Coordinator / Welfare Officer – gathering information
 - Assistant Headteacher/SENCo: Inclusion – Educational Psychologist support

They will need to act promptly and be responsible for dealing with the following issues:

- Emergency Services – Director of Finance & Operations
- Check that these have been contacted as necessary – Director of Finance & Operations
- Safeguarding – Deputy Headteacher : Personal Development, Behaviour & Welfare
- Gathering information – Assistant Headteachers and support
- Media interest and involvement –Deputy Headteacher

A vital first task is to obtain accurate information about the incident. Rumours spread quickly and can add to the distress of those involved. Assistant Headteachers and support to find out:-

- What has happened
- Where and When
- Extent of injuries, numbers and names
- Location of injured and uninjured

Accessing Support – Assistant Headteacher : Inclusion

The School should contact the Senior Educational Psychologist who will initiate the Critical Incident Response Procedure.

Taunton: Tel: 01823 334475
 Fax: 01823 323656

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Informing Staff – Headteacher or Deputy Headteacher

- Ensure all staff are informed promptly of the incident - it may be necessary to convene a short staff meeting.
- Establish procedures for keeping staff up to date with incoming information.
- Agree how and when students will be informed.
- Be sensitive to the feelings of staff, particularly those who are closest to the students and adults involved in the incident and to those who have had recent personal traumas.

Informing Governors (and LA if appropriate) – Headteacher or Deputy Headteacher

The Chair of Governors (and the Head of Service for Education and Individual Services should be informed as soon as possible after a major incident, if appropriate).

Informing parents/carers - of children directly involved

- Parents/carers of children directly involved should be contacted quickly and with sensitivity.
- Consistency and reliability of information is essential. Avoid relying on a chain of communication.
- The Academy may need to set a room aside for meetings with parents/carers.
- In the event of an incident involving death or serious injury, particularly off site, the police will often make the first contact with families.

If using the telephone:

- Fully brief the member of staff making the contact, recognising that this can be a very stressful task. A script will be provided by the SLT.
- Take careful note of those parents/carers who have been contacted and those who still need to be informed so that duplicate messages are not given. Consider removal of affected parties from distribution lists as they may receive upsetting info etc.
- Where appropriate, offer help with transport arrangements.
- Check that the parents/carers are not on their own. Make suggestions for contacting relatives or neighbours as appropriate.
- Inform parents/carers of the telephone number in the School that has been dedicated to receiving enquiries.
- Inform parents/carers how to obtain more information and when they can expect this to be available.

Informing parents/carers - of children not directly involved – Headteacher or Deputy Headteacher

Wherever possible, parents/carers of all other children in the School should be informed that the School has experienced an incident and that their child may be upset.

- Communicate with parents/carers via email and website. Include:
 - brief details of the incident without names;
 - an explanation about the involvement of the Educational Psychology Service or other services supporting staff and students at the Academy

- how parents/carers can get more information.

(See Appendix 1 for example letter).

Informing students – Headteacher/ Deputy Headteacher/ Heads of Department/ Tutors

- Some staff may find it difficult to be involved in the dissemination of information to students and the Critical Incident Leadership Team should be sensitive to this.
- Students should be told simply and honestly what has happened. This is probably best done in the smallest groups possible - classes, tutor groups or year groups. Whole year groups – Year 7 – Drama Studio, Year 8 – Hall, Year 9 – Gym, Year 10 and 11 – Sports Hall.
- Questions should be answered in a straightforward way, passing on only facts and avoiding speculation.
- Some classes, tutor groups or year groups may be more directly affected by the incident and will benefit from extra consideration, support and sensitive handling of information.
- Siblings and other close relatives of victims should be informed separately and, where possible, in liaison with parents/carers.

Dealing with enquiries

The School may be inundated with telephone calls. People will need to staff the telephone which can be a stressful task. All remaining admin staff briefed by Director of Finance & Operations.

- The confidential nature of the task should be emphasised to all telephone operators and clear guidance given on what it is appropriate to say.
- An agreed factual statement prepared by Headteacher/ Deputy Headteacher/ Director of Finance & Operations, should be available for the telephone operators, which includes reassurance about the action being taken at the School/ incident site.
- Those answering the telephones should 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. This should include media, governors, etc.

Dealing with the media

- Identify a senior member of staff to liaise with the media – Deputy Headteacher
- Prepare a brief written statement which can be read out or handed to reporters. Stick to the facts - do not be tempted into speculative comments.
- Tell reporters when they can expect further information and aim to work co-operatively with the press.
- In the event of a death prepare some positive comments about the student(s)/ staff who have died and expressions of sympathy for the bereaved family.

SUPPORTING STUDENTS IN THE EVENT OF A CRITICAL INCIDENT

Students need access to clear and concise information

- Check that procedures for monitoring staff and students are in place.
- Teachers should stick to the facts and not be tempted to give speculative comments.
- Act promptly to dispel rumours and misinformation which can cause unnecessary distress.
- Be explicit in acknowledgement of the event.

Give opportunities for students to talk through personal reactions

- It is helpful to provide a quiet, private place for students to go to.
- Allow students to express feelings.
- Anticipate and understand students' reactions.
- It is important to help students realise that grief is a *natural* and *normal* reaction to loss.
- Children with previous bereavement/loss/separation experiences and those with special educational needs may need extra support.
- Be alert to the possible occurrence of unhelpful grief responses such as anger, bullying and scapegoating - act promptly and positively to defuse and deflect such behaviours.
- Ensure a member of staff makes contact with children at home or in hospital.

Formal grieving

- Give opportunities for students to write and draw, send cards or flowers, letters of condolence, attend funerals, plant a tree, etc. A special assembly or memorial service may be appropriate.
- Be aware of differences in cultural, spiritual, religious values.
- Make plans for attendance at funerals.

Establish normal routines

- The School is the normal place for a child to be and offers security at a time of insecurity.
- Children will look to teachers for role models of how to deal with death and crisis.
- Trauma reactions are normal reactions and are best helped in a normal and familiar environment.
- Returning to the normal routine of academy life also reinforces a feeling of security.
- Encourage and support the return to School of students and staff most affected.
- Recognise that emotions and feelings may differ from student to student.
- Strong feelings and emotions are perfectly normal reactions in the immediate aftermath.

SUPPORTING STAFF

- Arrange briefing meeting for staff.
- Arrange debriefing meeting for directly affected staff.
- There should be recognition of the differing needs of each affected individual.
- All staff need to be familiar with the School's Critical Incident Contingency Plan.
- Teachers need to consider their own feelings related to either the present incident or past experiences, so they can feel comfortable in dealing with children's distress.
- Some teachers may wish to take a less active role in supporting others.
- School staff need to be supportive of each other at this time, e.g. staff may wish to schedule staff meetings in order to receive further advice on how to support bereaved children.
- All staff need to be aware of possible delayed reactions, particularly of those actively involved.
- Staff who are co-ordinating the school's response should be supported and scheduled for relief periods.
- Arrangements may need to be made for staff to see a counsellor or talk with an outside agency/support worker, either singly or as a group.
- Some staff may find it helpful to make a personal gesture, such as by sending cards/flowers, letter of condolence, attending the funeral.
- Decide about attendance at funerals.

SUPPORTING PARENTS/CARERS

- Whether the incident has occurred at the school or off site, parents/carers are likely to look to the School for information, advice and support.
- Prepare a room with tea/coffee making facilities where parents/carers can congregate.
- Allocate a member of staff to be available to talk to parents/carers and keep them up-to-date with information as it becomes available.
- Provide information leaflets about the impact of trauma and sudden death and likely reactions - these can be prepared and collected in advance by the School as part of the Contingency planning process.
- Provide information about the types of support that are available to them and their children both in school and within their local community (this information can also form part of the Contingency planning process).
- Contact families of those hurt or bereaved and express sympathy.
- Organise reunion of children with parents.

SUPPORT FROM THE EDUCATIONAL PSYCHOLOGY SERVICE

The team of Educational Psychologists who respond to the School's request for help in dealing with a Critical Incident work alongside the Headteacher and Senior Leadership Team. This support is aimed at helping school staff manage and cope, both professionally and personally, with the impact of the incident on the School and local community. It is designed to be flexible and responsive to the School's needs at all times.

The team will be able to offer a range of support including:

- Advice and help for staff in dealing with distressed students, parents/carers and

- colleagues.
- Psychological support for those students and adults most closely affected by the incident.
- Advice on dealing with the media and other demands made on School staff at this time.
- Advice on issues such as "marking the event" and "getting back to normal".
- Advice on ways to manage the likely short term and long term effects of the incident on individuals, the School and the local community.

PREPARING A CRITICAL INCIDENT CONTINGENCY PLAN

Assigning Roles and Responsibilities

When preparing a Critical Incident Contingency Plan staff should identify the key tasks which will need to be carried out in the event of an incident and agree which members of staff would be best suited for each task. It is likely that the Headteacher and Senior Leadership will be responsible for many, but not necessarily all of these tasks which may include for example:

- Contacting and liaising with support services, including the emergency services, the Educational Psychology Service, and other local support agencies as appropriate –Assistant Headteacher : Inclusion
- Organising and supporting the School office staff – Director of Finance & Operations
- Dealing with the media –Deputy Headteacher (P&P)
- Managing those aspects of the School that continue to function normally – Admin Manager / Finance & Personnel Manager
- Allocating and staffing rooms for counselling/debriefing/support work, and a meeting room for parents/carers – Behaviour Support Coordinator / Welfare Officer.

This Critical Incident Leadership Team should meet annually to review and update the School's Critical Incident Contingency Plan.

Prepare and maintain up-to-date lists of contact telephone numbers for:

- Students' parents/carers
- Staff (including part time/supply teachers and assistants)
- Governors
- Support Agencies

Consider the following points:

- who needs to be on the lists?
- where are they to be kept?
- when will they be updated and who will be responsible for this?
- do office staff always have a contact number when the Headteacher is off site?
- is there a hard copy of information stored on a computer database?
- is a copy stored out of the School?
- is there a list of staff who can provide additional help/back-up support both during and after School hours and at weekends - where is this list kept, are the contact numbers up to date?

- make sure all the information in the Critical Incident Contingency Plan is kept together (e.g. lists, this policy) and that all staff know where to find it. Review its contents regularly and remind everyone about it - don't forget to include it as part of the induction process for new staff.
- List of staff with First Aid qualification

Telephone Lines

- Is there a line that can be kept free for outgoing calls and important incoming calls?
- Should staff on off-site trips have a mobile phone?
- Who needs to be know these telephone numbers?
- Who will have responsibility for keeping the mobile phone fully charged?

Roles for office staff

These may include:

- making and/or receiving telephone calls
- dealing with distressed visitors to the school
- sorting and collating information
- organising a parents/carers room
- dealing with "normal" School business

Other points to consider:

- Office staff need to be clear about the facts - who they should tell and what they should tell - always maintain appropriate standards of confidentiality.
- Keep records of telephone calls made and received/people contacted, etc. – consider preparing a proforma for this.
- Consider training for staff in how to deal with difficult/distressed people both in person and on the telephone. Is there a procedure for summoning help to the office in the event of any angry/violent visitor?
- This work will be very stressful for office staff, ensure that:-
 - time on task is carefully monitored
 - staff take regular breaks
 - they have reserve staff on call to lend a hand

School Trips offsite (see policy):

- keep an accurate list of all staff and students involved
- teacher in charge should also have a copy of this list
- keep list of contact telephone numbers
- consider use of mobile phone
- teacher in charge should have up-to-date medical information about students (re allergies, epilepsy, etc).

Planning for an Evacuation:

- how will staff and students know where to go?
- what should you /could you take with you?
- can you set up an incident room elsewhere?
- how will people be able to contact you?

- an up-to-date plan of the School site, showing access points, would be helpful for the emergency services.

Further Issues to consider:

- Dealing with the media
 - have a clear and agreed response for the media
 - office staff should not be expected to deal with the media
- Prepare proforma letter to parents/carers - to give some brief facts and information about the incident and availability of support, etc. (see Appendix 1).
- Handouts for staff/students/parents/carers about "normal" reactions to trauma/shock - these can be collated in advance but make sure everyone knows where to find them.
- How will the Critical Incident Contingency Plan be disseminated to all staff, where will copies of the plan be kept?
- Consider procedures for informing new and temporary staff about the plan.

Finally:

In the event of a major incident or disaster the emergency services (police, fire, ambulance) will take the Lead role and the Social Services Department have a statutory duty to manage and co-ordinate the situation in line with Somerset County Council's Emergency Planning Procedures.

LOCKDOWN PROCEDURES

Lockdown procedures should be seen as a sensible and proportionate response to any external incident which has the potential to pose a threat to the safety of children and adults in the setting.

Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

1. The close proximity of a dangerous animal
2. A reported incident or disturbance in the local community (with the potential to pose a risk to children and adults in the setting)
3. A warning being received regarding an environmental risk locally, of air pollution (smoke plume, gas cloud etc)
4. A major fire in the vicinity of the setting
5. An intruder onsite (with the potential to pose a risk to children and adults in the setting)

Information regarding the perceived threat could come from a variety of sources:

- Communication from an outside source via reception
- Staff or students spotting an intruder/animal on site

Such information should be reported immediately to a member of the Senior Leadership Team (SLT)

A full lockdown signifies an immediate threat to the setting. Any member of SLT has the authority to put the school into Lockdown.

It is difficult to plan for every eventuality; these procedures may have to be adapted.

Immediate action:

An intermittent bell will be rung three times, followed by a repeat of this 30 seconds later. An email sent to all staff saying lockdown.

The Emergency Services will be contacted on the instructions of a member of SLT.

The Director of Finance & Operations/Deputy Headteacher – WB&D will monitor CCTV. By monitoring CCTV, the police can be kept up to date with live updates.

Checklist

- All students and staff should quickly move away from the threat and return to/stay in the building.
- Students and staff on the sports field should make their way to the Agricultural field or Sports Hall (whichever is closest) using the rear doors from the field and remain there until the all clear is given.
- External doors should be locked by Premises staff or a member of the Senior Leadership Team (SLT) if possible.
- Internal doors may be locked (where a member of staff with a key is present)
- Move furniture behind the classroom door if it is not locked
- Shut and lock windows, draw blinds and curtains, move students away from internal door windows (so an intruder cannot see in)

- Turn off lights and computer monitors
- Turn off all mobile phones immediately
- All radio communication to be on Channel 6 and to be used discreetly
- The end of lockdown will be signalled by the ringing of the intermittent bell **five** times – there will be limited communication during lockdown
- Students will not be released to parents/carers during a lockdown and staff should not leave the premises unless instructed to do so.

We ask that Parent/Carers:

- Do not contact the setting during lockdown as this could block telephone lines that are needed for contacting emergency services
- Do not come to the setting during lockdown as this may place themselves and others in danger
- Wait for the setting to contact them about when it is safe for them to come and collect their child

After lockdown has taken place:

- A message to parents/carers will be sent home as soon as possible following any serious incident to inform parents/carers of the context of lockdown.
- Following the need for lockdown, the SLT will create a full record of the event. Policies and procedures will be reviewed as soon as possible to identify any areas for potential development.
- **Staff and students will practise this annually.**

EVACUATION

In the event of the need to evacuate the site beyond the normal fire drill, students will leave in a single line in the following order:

- Year 7
- Year 8
- Year 9
- Year 10
- Year 11

They will walk with tutor behind the Science Block or behind main block onto South Street. The Heads of Department HOY will supervise the crossing of the road by stopping traffic if necessary.

Proceed up South Street to traffic lights and on to the Rec. From here it may be necessary to remove students to:

- The Children's' Centre
- The Primary School
- The Rugby Club
- The Community Centre

Paper registers will have been taken at the fire drill and should be taken at all points when students are gathered.

If it is necessary to inform parents/carers to collect their children they will be checked off the register as they are picked up.

POINTS TO REMEMBER

- You may do no more than your best.
- Expect to feel a range of emotions, e.g. anxious, guilty, frightened, upset.
- Mistakes may happen - we are only human.
- Do not expect instant results.
- Do not expect to please everyone.
- Learn from what has happened.

NB: *You will be affected - remember to ask for help if needed.*

BIBLIOGRAPHY

FOR YOUNG PEOPLE 11 YEARS+

Non-Fiction

"My Father Died" and "My Mother Died" by S Wallbank. Cruse - Bereavement Care

"Your Parent Has Died" written and published by the Department of Social Work, St Christopher's Hospice, 1991

"Facing Grief: Bereavement and the Young Adult" by S Wallbank. Pub: The Lutterworth Press, 1991

Fiction

"To Hell With Dying" by A Walker. Pub: Hodder & Stoughton, 1989

"Fox in Winter" by J Branfield. Pub: Collins, 1981

"The Friends" by R Guy. Pub: Puffin Plus, 1977

"The Charlie Barber Treatment" by C Lloyd. Pub: Walker, 1989

"Comfort Herself" by G Kaye. Pub: Mammoth, 1984

"Alex" and "Alex in Winter" by T Duder. Pub: Puffin Plus, 1990 and 1991

"In the Springterm Of The Year" by Susan Hill. Pub: Penguin, 1974

"Perfect Happiness" by Penelope Lively. Pub: Penguin, 1985

BOOKS FOR ADULTS DEALING WITH CHILDREN'S GRIEF

"Helping Younger Bereaved Brothers and Sisters" by The Compassionate Friends, 1991

"Caring For Bereaved Children" by Mary Bending. Pub: Cruse - Bereavement Care, 1993

"The Motherless Child" by Dr Dora Black. Pub: Cruse - Bereavement Care

"On Loving Your Child" by D A Torrie. Pub: Cruse - Bereavement Care

"So Will I Comfort You" by J Kander. Pub: Lux Verbi, 1990

"Beyond Grief: A Guide for Recovering from The Death of a Loved One" by C Staudacher. Pub: Souvenir Press, 1987

Further advice regarding these and other publications can be obtained from Cruse - Bereavement Care, 126 Sheen Road, Richmond, Surrey, TW9 1UR. Tel: 0181 940 4818

Key Source: "Wise Before the Event. Coping with crises in Schools" by William Yule and Anne Gold. Pub: Calouste Gulbenkian Foundation.

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Author: Head Teacher

SOURCES OF FURTHER INFORMATION

CRUSE

Cruse House
126 Sheen Road
RICHMOND
Surrey TW9 1UR

ACT

(Association for Children with Terminal and Life-threatening conditions and their families)
Institute of Child Health
Royal Hospital for Sick Children
St Michael's Hill
BRISTOL BS2 8BJ

ChildLine provides a free and confidential service for children.

ChildLine

Freepost 1111
London N1 0BR
Telephone 0800 1111

Website <http://www.ChildLine.org.uk>.

Child Death Helpline

Freephone 0800 282986

Compassionate Friends

(Nationwide self-help organisation for bereaved parents/carers)
53 North Street
BRISTOL BS3 1EB

TACT (Trauma After Care Trust)

Headquarters
Buttfields
The Farthings
WITHINGTON
Glos GL54 4DF
Helpline: 01242 890306

The Samaritans provide a 24-hour service offering confidential emotional support to anyone who is in crisis.

Telephone helpline 0345 90 90 90

The Young Minds Parent Information Service provides information and advice on child mental health issues.

102-108 Clerkenwell Road
LONDON
EC1M 5SA
Telephone 0800 018 2138

Winston's Wish for anyone caring for a child who has been bereaved:

Winston's Wish
Clara Burgess Centre
Bayshill Road
CHELTENHAM GL50 3AW

Helpline Telephone 0845 20 30 40 5

Email: info@winstonswish.org.uk

EXAMPLE LETTER

Dear Parents/Carers

You may have heard/ It is with sadness and regret that I have to inform you *(brief details of the incident, perhaps some positive remembrances of the person(s) lost, and the sense of loss)*

Explain that the students in School have been told this sad news today by their teachers. And that we will/have remembered in a service/assembly.

Our thoughts are with’s parents at this sad time.

[In the event of a sudden/traumatic death in the School or local community – “During the day we have been supported by the Educational Psychology Service and this help will continue as necessary during the coming days” .]

I hope this information is helpful.

Yours faithfully

Critical Incident Support through the Educational Psychology Service: Important Updates

(The current document: **Managing Critical Incidents in Schools 2016 to 2017** is being updated and will be republished in **January 2018**.)

Key Updates:

Office Hours:

Schools and Colleges will continue to be able to access advice and support in managing critical incidents from the Educational Psychology Service. This can be accessed during office hours on the following numbers:

Taunton, Sedgemoor and West Somerset	<p><u>Area Base:</u> Holway - 01823 334475</p> <p><u>Senior Educational Psychologists:</u> Kayleigh Partt- 07811311182</p> <p>Guy Clayton- 07811307321</p>
South Somerset and Mendip	<p><u>Area Base:</u> Mendip- 01749 822800</p> <p><u>Senior Educational Psychologists:</u> Julia Severn- 07766602534</p> <p>Kate Lee- 07079706881</p>

Out of Office Hours

In the event of an emergency and advice and/or support from the Educational Psychology Service is required out of office hours you will now need to call:

<p>Out of Office Hours:</p> <p><u>Telephone: 01392 872225</u> (Please regard this telephone number as sensitive data and it should not be placed in the public domain.)</p> <p>□□□□□□□□ This will put you through to the Fire Service Control Room.</p>

□□□□□□□□ You then need to ask for the **Somerset Local Authorities' Civil Contingencies Duty Officer.**

□□□□□□□□ You will be required to leave your name, number and details of the request e.g. advice/support required from Educational Psychology Service

□□□□□□□□ The duty officer will then make direct contact with one of the 4 Senior Educational Psychologists listed above.

Many thanks for your support with implementing this key change to our current practice.

Julia Severn
Senior Educational Psychologist

PO Box 5176, Shepton Mallet BA4 9DD.

Visitors please report to: Reception, Mendip District Council Offices, Cannards Grave Road, Shepton Mallet BA4 5BT.

HCPC Registration number: PYL20874

Tel: 01749 822800
Email: jsevern@somerset.gov.uk
Mobile: 07766602534

www.SupportServicesforEducation.co.uk
www.somersetchoices.org.uk
<http://bit.ly/SomersetSEND>

APPENDIX 1: USEFUL CONTACTS

As part of the contingency plan, this list of contacts should be obtained as a matter of course. Their phone numbers can be added to this page and the whole list can be attached to the staff notice board or the school handbook, and regularly updated. Office support staff should also have such a list readily available.

CONTACT	NAME	PHONE NO.
Chair of Governing Body	Judith Jackson	01984 623483
Police	Taunton Police Station	01823 337911
Fire Brigade	Taunton Fire Brigade	01823 364500
School Doctor/Community Medical Officer (local)	Lister House Surgery	01984 623471
School Nurse		01823 665551
Educational Psychologist		01823 334475
Child Guidance Clinic	Child Adolescent & Mental Health Service (CAMHS West)	01823 368368
Clinical Child Psychologist, CAMHS West		01823 368368
Community Psychiatric Nurse, CAMHS West		01823 368368
Emergency Department at the Local Hospital	Musgrove Park Hospital	01823 333444
Education Social Worker		01823 335285
Social Services Area Team Leader		01823 335285
Counselling Services	, School Counsellor	01984 623483
	Taunton Child Protection Unit	01823 363003
Local Religious Groups	Rev Martin Walker (C of E.)	01984 623309
	(Congregational)	01984 623487
Press and Media Contacts	Somerset County Gazette	01823 365151
	Wellington Weekly	0823 662439

APPENDIX 2: CHECK LIST

TASK	TIME-SCALE
1. Obtain factual information at start of crisis.	Within hours.
2. SLT meet with support personnel.	Within hours.
3. Establish an intervention team.	Within hours.
4. Contact Families.	Within hours. Continue until all informed.
5. Call a staff meeting to give information.	Same day if practicable.
6. Inform students in small groups.	Same day if practicable.
7. Arrange a debriefing meeting for staff involved in disaster.	Same day if practicable.
8. Debriefing for students involved in the disaster.	As soon as possible. Allowing for health and safety.
9. Identify high risk students and staff.	Next few days.
10. Promote discussion in classes.	Next few days and weeks.
11. Identify the need for group or individual treatment.	Incrementally over days or weeks after disaster.
12. Organise treatment, etc.	As required.