

# **Responding to Critical Incidents**

**Including school closure at short notice**

## **Guidance Procedures for Schools**

**Text Revised November 2013  
Contact Details Revised November 2013**

# **Responding to Critical Incidents**

## **Guidance Procedures for Schools**

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# CRITICAL INCIDENTS DEFINED – The Cambridgeshire Context

## What do we mean by a critical incident beyond every day experiences of school life?

- Arson/fire at school
- Pupil suicide or sudden death
- Sudden death of a staff member
- Abduction/disappearance
- Floods
- Unexpected closure

While it is hoped that none of these incidents will occur it is important that schools should be prepared for any eventuality. Schools should therefore be proactive and develop a Critical Incident Plan to cover all eventualities.

Please note **in the event of a child death please notify your Education Adviser** as soon as possible as they will initiate the 'Child Death Protocol' to alert relevant colleagues.

Schools will need to consider their response to a situation:

- Immediately
- In the medium term
- In the long term

This guidance is designed to support schools in developing a structured and staged approach to critical incidents and in developing their individual Critical Incident Plan. It includes a range of contact numbers for Local Authority personnel and a range of templates and examples that you may find useful in your planning.

All schools, no matter what their designation, should have a Critical Incident Plan. If you would like any additional support or guidance when preparing your school's plan please contact:

Chris Meddle  
Education Adviser  
01223 703564  
[chris.meddle@cambridgeshire.gov.uk](mailto:chris.meddle@cambridgeshire.gov.uk)

## **WHAT CAN SCHOOLS DO TO PREPARE FOR THE UNEXPECTED?**

### **Identify a Critical Incident Management Team (CIMT)**

This is the group who will lead, in the case of a critical incident. Most schools keep the CIMT to be the Senior Leadership Team (or other management structure) so that there is no sudden different team in charge during an emergency.

The CIMT must include non teaching staff. Governors may be included if it is felt appropriate. Teams should also be clear of the structure if a key member e.g. the Headteacher is away.

Schools should ensure that all staff are aware of the CIMT, its members and role.

### **Design a plan to suit your establishment**

- It should be simple and straightforward to operate
- All staff should be familiar with it
- It should list staff mobile telephone numbers
- It should be practised and regularly reviewed
- Information should be updated regularly
- A copy should be taken on school visits
- It should be held in duplicate copy off-site in the event of a fire/flood. More than one member of the CIMT should hold an updated off-site copy
- The plan should identify alternative facilities should the school become untenable for whatever reason. This facility may be a school or a County Council building in the vicinity of the affected school
- This facility should, at the very least, provide an administration base as a bare minimum for the continuance of the daily business. Facilities for teaching may not always be available and assistance would be available from Education Capital.

**In producing a plan you should identify the range of crises or incidents that could affect your school. If your school is near to an industrial site, for example, this may include the need to evacuate or contain students and staff at short notice.**

### **Establish a mechanism to implement your plans/CIMT and advise all parties**

- Contact lists/cascade systems including school holiday availability rota for CIMT
- Contact/rendezvous points
- Emergency assembly areas
- Include out of hours numbers in your system
- A resource kit should be prepared in advance and maintained in a “grab pack” for immediate use, e.g. site plans, contact lists (staff, governors, pupils), include key holders (internal and external), emergency contact card, stationery etc. (Copy of site plans may be obtained from Jim Harris, Partnership and Procurement Manager (Maintenance) 01223 715506)

Ensure all communication systems and procedures are in place, known to key staff and kept up to date. They should be included in the off-site copy of the emergency plan.

Remember, some incidents may run for days so plan for standby and roster arrangements.

Carry out a simulation exercise to explore how a critical incident may unravel.

Identify as part of the School Development Plan any additional needs for training and revise plan as necessary.

## HELPFUL CONTACTS

The initial contact should be made to your Education Adviser. The table includes their work and out of hours numbers and other LA staff you may find useful.

NAME	TITLE	TEL: NUMBER
Jo Pallett	Education Adviser – Secondary/Special/Huntingdonshire	01223 703562 07768 099930
Chris Meddle	Education Adviser – Primary, Cambridge City & South Cambs	01223 703564 07798 571179
Paul Walker	Education Adviser – Primary, East Cambs & Fenland	01223 715956 07881 823790
Carol Peel	Governance Adviser	01223 715320
	Information Governance Officer	01223 699137
Education Child Protection Service	Helpline	01223 713800 03450455200
CREDS		01223 703882
Karen Beaton	County Attendance Manager	01223 715577
Carol Way	County Inclusion Manager	01480 376302
Sue Eagle	Social & Education Transport Manager	0345 045 5208
Sam Surtees	Manager Admissions, Transport and Education Welfare Benefits	01223 699200/01223 699662
Annabel Talbot	Bereavement	01480 376256
	Business Support Helpdesk	01223 706399

Many schools now have SLAs with a variety of organisations. It may be helpful to add in here your schools particular contacts.

NAME	TITLE	TEL: NUMBER
	Education Psychologist	
	Health & Safety	
	IT Support	
	Legal	
	Locality Manager	
	Property	
	School Visits	

# SCHOOL CLOSURE AT SHORT NOTICE OR AS A RESULT OF UNFORESEEN CIRCUMSTANCES

As part of the preparation for an emergency situation schools are particularly advised to keep a copy of up-to-date crucial records, addresses, contact numbers etc off-site. The Critical Incident Guidance will help you in formulating an emergency plan.

## EVENTS COVERED BY THE GUIDANCE

### Storms

Winds forecast in excess of 70mph or storm force 8 could represent a potential danger to some buildings, trees, other structures and people.

- The Meteorological Office provides a regional weather forecast  
Email: [www.metoffice.com](http://www.metoffice.com)  
Phone No: 0845 300 0300
- Safety of pupils, staff and visitors take priority. Lessons may need to be disrupted and school movement kept to a minimum. This could be achieved by the use of an 'emergency timetable' in Secondary schools.
- Consideration needs to be given to movement outside of school buildings due to the risk of falling tiles, masonry, fencing etc.
- It is likely to be necessary to cancel outside play and other activities. Consideration must be given over the likelihood of pupils being blown off their feet.
- Pupils should not be allowed to cycle home – parents would need to be advised over this possibility.

**Schools would need, as part of their emergency plan, to undertake a risk assessment of the site, identifying 'safe' areas.**

### Floods

Sudden flooding may result in local problems within school, making some rooms uninhabitable. However, of greater significance in terms of health and safety is the potential impact on transport arrangements (see the section headed 'Communication' below).

### Cold Weather

**This may be a problem due to the low temperature in some buildings or may be complicated by heavy snowfalls making access difficult or dangerous.**

- The Education (School Premises) Regulations 1999 set a standard of 18C in teaching areas and 15C in the hall/ gymnasium, corridors, cloakrooms and toilets where the external air temperature is 1C or above.
- Failure to reach these temperatures is a maintenance issue, but if there is a breakdown which puts the heating system out of action for any length of time consideration needs to be given as to whether the building can be heated with emergency heating and continue to be occupied.
- Any plans to provide emergency heating, including how these can be obtained and where they can be safely deployed, should be outlined as part of the emergency plan.
- Adverse weather conditions may result in difficulties for some staff in reaching school resulting in pupil supervision issues. In such circumstances the overriding priority will be the safety of pupils.

### Disruption to the School's Water Supply

Provided sufficient notice that the water supply is to be disconnected is received, it will be possible to make a decision on whether or not to keep the school open. This decision should be based upon

- the duration of the disruption;

- the capacity of the water storage tanks which will generally enable toilets to be flushed.

If you are unsure of the water storage capacity of your water tanks, you should seek clarification from your property provider.

Occasionally disruption occurs without warning and your emergency plan should help you decide on the appropriate action.

## **EMERGENCY CLOSURE PRIOR TO THE START OF THE SCHOOL DAY**

In certain situations, it may be appropriate in advance to decide that the school should not open. This will generally be as a result of a difficulty where there is advance notice. This could include a planned disruption to water or energy supplies. In such cases, parents should be given as much notice as possible and informed of either a confirmed date when the school will re-open or advised on how this will be communicated. For most schools this is likely to be through the use of parent cascade.

In other situations, weather conditions may worsen dramatically overnight. In such circumstances it will be important that decisions over closure reflect:

- intelligence over the weather conditions in the school's catchment area;
- the likelihood of a sufficient number of staff being able to reach school to make it safe to operate;
- the timing of any decision, taking account of the travel arrangements of the school.

**When the Headteacher decides, in consultation with the Chair of Governors as appropriate, that severe weather warrants school closure s/he should:**

- a) Inform staff, using a cascade system
- b) inform parents, using a cascade system;
- c) inform any transport contractor who might otherwise collect children and bring them to school;
- d) inform the Education Adviser for the school;
- e) inform the Chair of Governors as soon as is practicable (If the Chair was not involved in the decision making process)
- f) wherever possible, ensure that local staff are able to be at the school to inform any parents or children who may not have received the closure message.

The implications of all of this are that it is especially important that all parents are aware (and reminded from time to time) of the arrangements that will be used to inform them of an emergency closure. In the confusion that often accompanies unexpected severe weather, it will be important to minimise the risk of unaccompanied children being stranded at bus pick-up points and being unable to return home if parents have left for work.

## **SENDING PUPILS HOME EARLY**

In some exceptional circumstances, a review of the local situation may lead a Head to decide that the school, or part of the school, should be closed early. Such a decision should not be taken without first consulting appropriate persons, including the Chair of Governors, and if the LA maintains the school, an officer of the authority. Such temporary and emergency closures do not count against the requirement for a school in the maintained sector to meet the minimum number of sessions each year.

A number of factors need to be considered in making this decision including:

- It may often be safer to keep pupils in certain parts of the school rather than send them home early.
- There are many communication difficulties associated with contacting a large number of parents/carers, especially during the day.
- Transport and school meal arrangements are often difficult to change at short notice.
- Any decision over sending pupils home early must also include an informed assessment over their safety. This will need to reflect their age and any special educational needs of the pupils and students concerned, in addition to a judgement over their safety in the period between their early arrival in their home area and the time they would normally arrive.

## COMMUNICATION

- Staff, pupils and parents need to be made aware **in advance** of contingency arrangements.
- It may be useful to include the emergency arrangements in the school prospectus or on the school website (if applicable).
- It may also be useful, as part of your contingency plan, to establish a parent network with key parents in different parts of the network agreeing to pass on information to named others (cascades). Websites could be used to inform and update parents and a recorded message could be placed on an answer phone. A staff communication 'cascade' may be helpful to inform members of staff if school is closed before the start of the day.
- Any alteration to travel arrangements of children need to be monitored and parents must be fully informed.

In relation to school transport contact must be made with the transport operator direct. In case of difficulties contact:

Sue Eagle (Fenland, Huntingdon and Gamlingay)

01223 715598

- In relation to school meals, consideration should be given to the impact on meal arrangements and the entitlement of some pupils to free school meals if pupils are on site for part of the day.

**If the service is provided by Cambridgeshire Catering Services (CCS) contact should be made as soon as possible with your catering manager, or CCS Headquarters. Contact numbers for your area team should be held in your contingency plan.**

The number for CCS headquarters is 01223 717948.

**CCS has emergency plans in place to provide meals to pupils where there are disruptions to services and utilities and aims to ensure continuity of service as a priority.**

**In the event of such an emergency CCS can make arrangements for either emergency/ simple meals prepared on site, or alternatively, can arrange for meals to be transported from other schools.**

Please make contact with CCS before making a decision not to provide a meals service.

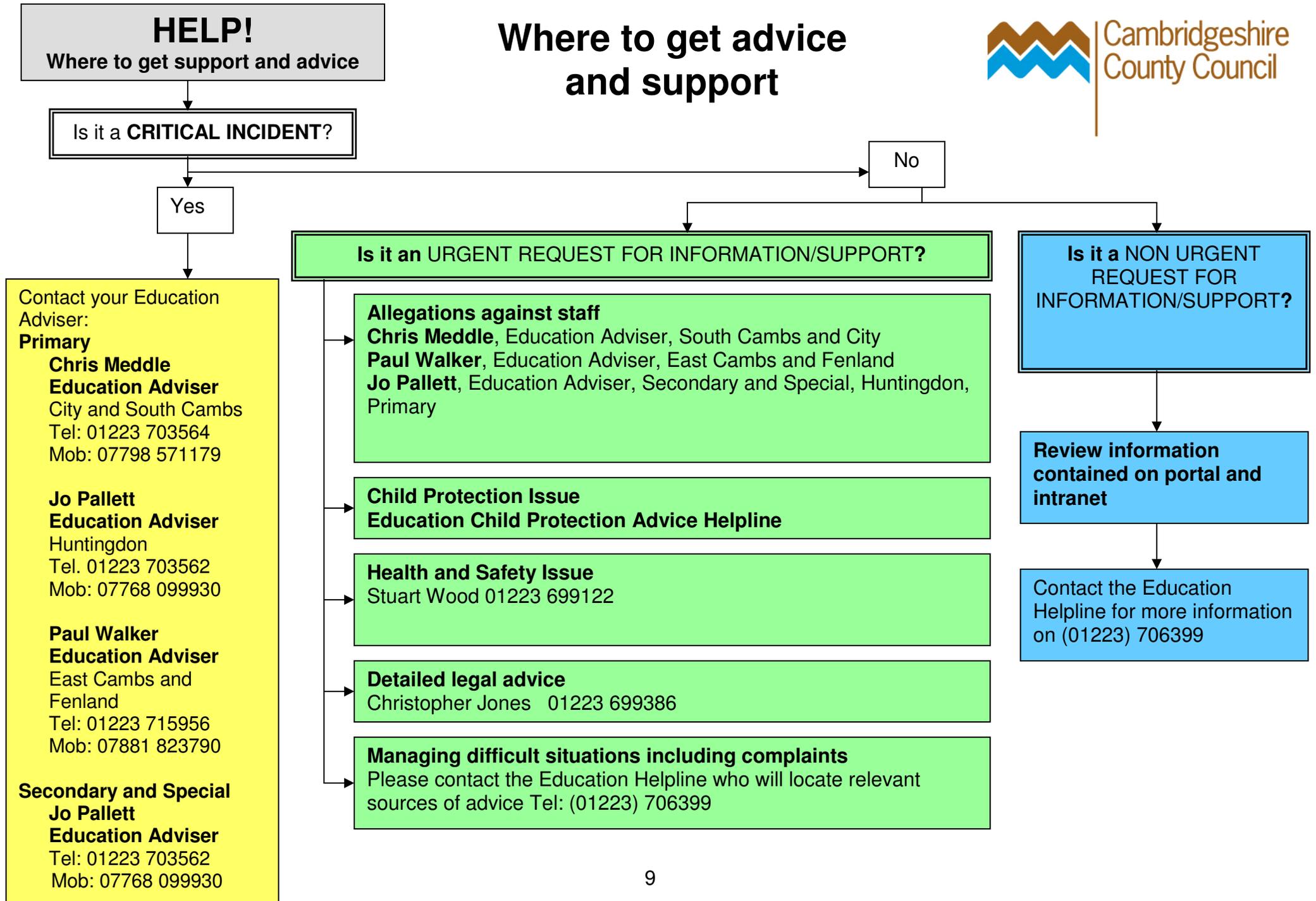
In the event of a school closure for any reason the Education Advisor for your school needs to be informed.

## SCHOOL CLOSURE FOR ANY OTHER REASON

The number of school sessions required is laid down in Regulation 3 of the Education (School Day and School Year) (England) Regulations 1999 and requires that every school day in a school maintained by the LEA in England is divided into two sessions. These must be separated by a break in the middle of the day unless exceptional circumstances make this undesirable. With the exception of nursery schools, each school must meet for 380 sessions a year.

The DfE guidance on the teaching hours for schools applies on all days when schools are open. Parents can reasonably expect schools to maintain their normal hours on each of the 190 days that schools are open, unless adverse weather or other emergency makes this impracticable for one or more sessions. Under any such exceptional circumstances the Headteacher of a maintained school will need to liaise with the Education Adviser for the school.

# Where to get advice and support



# SUPPORT

## HELP!

Where to get support and advice

Is it a CRITICAL INCIDENT?

Yes

Contact your Education Adviser:

- **Chris Meddle**  
Education Adviser  
City and South Cambs, Primary  
Tel: 01223 703564
- **Jo Pallett**  
Education Adviser  
Huntingdon, Primary  
Tel. 01223 703562
- **Paul Walker**  
Education Adviser  
East Cambs and Fenland, Primary  
Tel: 01223 715956
- **Jo Pallett**  
Education Adviser  
Secondary and Special  
Tel: 01223 703562

# Chair of Governors

## Where to get advice and support



No

Is it an URGENT REQUEST FOR INFORMATION/SUPPORT?

### Allegations Against Staff

**Chris Meddle**, Education Adviser, South Cambs and City, Primary  
**Paul Walker**, Education Adviser, East Cambs and Fenland. Primary  
**Jo Pallett**, Education Adviser, Secondary and Special, Huntingdon, Primary

### Child Protection Issue

**Education Child Protection Advice Helpline**  
01223 703800

### Health and Safety Issue

Stuart Wood 01223 699122

### Detailed Legal Advice

Christopher Jones 01223 699386

### Governance Advice

Carol Peel 01223 715320

### Managing Difficult Situations Including Complaints

Please contact the Education Helpline who will locate relevant sources of advice 01223 706399

Is it a **non urgent** request  
For information or support?

Review information contained on portal and intranet

Contact the Education Helpline for more information on  
01223 706399

*Or*

Governance Helpline on  
01223 715321

**SUPPORT GUIDANCE MATERIALS**  
**TEMPLATE FOR RESPONDING TO A CRITICAL INCIDENT**  
**Issues requiring immediate action**

Action Point	Guidance Note	CIMT Action	Personnel Involved	Done	Who by	Time	Comment
1. Gather information	<ul style="list-style-type: none"> <li>• What happened/where/when.</li> <li>• How many involved; who are they?</li> <li>• Name and contact numbers of adults at location of incident.</li> <li>• Details and location of injured (severity, name of injured and supervising adult(s) name(s) /contact number).</li> <li>• Details and location of non-injured names, and supervising adult(s) name(s) /contact number.</li> <li>• Has anyone else been informed e.g. Emergency Services, Education Adviser (what were they told?).</li> <li>• Ensure Education Adviser/LA and Chair of Governors are informed.</li> </ul>						
2. Call a meeting of the Critical Incident Management Team (CIMT) for briefing	<ul style="list-style-type: none"> <li>• Assign tasks and ensure each individual knows what is expected and logs their action on a central log of events record sheet.</li> <li>• Consider whether you may need to close the school.</li> <li>• Identify a member of CIMT as the person to co-ordinate information.</li> <li>• Consider communication to school staff/pupils/community.</li> </ul>						
3. Establish a base for CIMT (this may be off school site) to operate with dedicated phone use	<ul style="list-style-type: none"> <li>• CIMT to agree a statement for all incoming calls, which can be managed by properly briefed staff or via informative answer phone messages where not all school lines can be operated personally (e.g. after school hours).</li> <li>• CIMT to brief personnel having direct links with public/media (factual brief statements only). (Discourage any speculative discussion; route all press enquiries to County Press Office in the case of a serious incident).</li> <li>• Establish press release in conjunction with the County Council Press Office.</li> <li>• Ensure telephone line(s) or mobile phones for outgoing calls available.</li> <li>• Action the 'telephone cascade' for staff and governors [where appropriate] to keep information flow fast and accurate.</li> </ul>						

**Remember in most cases the first point of contact for the school will be the Education Adviser who will act as your key contact with the LA.**

## Communication

<p>➤ Contact families whose relatives (children and adults) are or may be involved</p>	<ul style="list-style-type: none"> <li>• Should be done quickly and with great sensitivity, preferably by a CIMT member – but remember it is the responsibility of the police to notify next of kin in the event of a death.</li> <li>• Consistency of information is essential, therefore use agreed statement and most up-to-date information from your contact adult on the site.</li> <li>• Try not to leave messages or use extended chains of communication.</li> <li>• Establish a reception base for concerned relatives coming to the school. Think carefully about the siting of this base (access phone/internet etc).</li> <li>• Ensure people who can comfort and inform relatives staff this. Maintain direct contact with this base.</li> </ul>						
<p>➤ Prepare general information for all parents/staff/governors</p>	<ul style="list-style-type: none"> <li>• If you have concerns about issues of legal liability or the likelihood of police action, any further information should be drafted with the help of the appropriate Education Adviser. S/he can check with relevant agencies before letters are issued to the wider school community.</li> <li>• Information should be simple, factual, express sympathy, concern, and should indicate when further information may be offered.</li> </ul>						
<p>➤ Briefing school staff and governors</p>	<ul style="list-style-type: none"> <li>• Ensure CIMT have a schedule to brief staff on a regular basis.</li> <li>• Ensure all staff (teaching and non-teaching) and governors are discouraged from speaking to the media. This responsibility should be referred to a named person in the team and/or the County Press Office.</li> </ul>						
<p>➤ Briefing pupils</p>	<ul style="list-style-type: none"> <li>• Usually best managed in class or tutor groups by adults best known to the pupils. The agreed statement can then be delivered in a way that is age-appropriate to the group.</li> <li>• A large gathering can generate hysteria, which can become a management problem in itself.</li> </ul>						

## Issues to be dealt with as soon as possible

Action Point	Guidance Note	CIMT Action	Personnel Involved	Done	Who by	Time	Comment
1. Ensure continuing support for needs of pupils, staff and relatives of those involved in the incident is planned	<ul style="list-style-type: none"> <li>• A member of CIMT is identified as having responsibility for ensuring continuing support.</li> <li>• Your Education Adviser may have mobilised help from a variety of agencies able to offer support and counselling to those immediately affected:               <ul style="list-style-type: none"> <li>- Educational psychologists</li> <li>- Experienced counsellors</li> <li>- Social Workers</li> <li>- Child protection staff</li> <li>- Emergency Planning team</li> <li>- Locality teams</li> <li>- Area Directors</li> <li>- Property, Press and PR</li> <li>- Health and Safety</li> </ul> </li> <li>• You need to discuss likely continuing needs with relevant professional staff. Local religious communities may be able to contribute or take a lead in providing a longer-term focus for support.</li> <li>• You may want to make a detailed plan of who can offer types of support and for how long this can be continued.</li> </ul>						
2. Provide a focus for expressions of sympathy if appropriate. Refer to Bereavement Guidance in Managing Cambridge Schools (October 2006) for more detailed information	<ul style="list-style-type: none"> <li>• You may wish to place a table in the foyer or a vase of flowers, with a book for tributes/condolences. Sufficient space for items of remembrance may be helpful – the public and the school community may wish to place flowers or other tributes which can block fire exits or emergency service access points if not managed.</li> <li>• It may be more appropriate to negotiate a location away from school, i.e. church or public building.</li> </ul>						
3. Further information Bulletin	<ul style="list-style-type: none"> <li>• In your statements to the press and letters to the wider school community, you should indicate when you expect to be able to give more information. Try to honour this even if the update is very limited. You will create tension or possibly aggravate recipients of your information if your timescales are not adhered to.</li> <li>• Clear your letters and statements with the County Press Officer and Police if necessary.</li> </ul>						

## Supporting people involved – action extending over time

Action Point	Guidance Note	CIMT Action	Personnel Involved	Done	Who by	Time	Comment
1. Share information and advice about what has happened (this will apply immediately but will continue)	<ul style="list-style-type: none"> <li>All staff will need information about what has happened.</li> <li>Staff should be advised about how to talk to and support children.</li> <li>Information should be provided for staff on counselling available to pupils and to themselves.</li> <li>Parents may need information and advice on supporting and getting help for their children.</li> </ul>						
2. Acknowledge the consequences of the event on the school's community, their reactions and feelings	<ul style="list-style-type: none"> <li>The incident may cause stress throughout the school.</li> <li>Acknowledge openly that the incident may affect people (children and adults) emotionally in different ways and at different times.</li> <li>Recognise that the behaviour, concentration and performance of children and adults may change.</li> <li>Recognise that not all staff will feel able to support others.</li> <li>Be aware of staff who are taking the brunt of supporting others, and ensure that they, too, receive support.</li> </ul>						
3. Provide opportunities for pupils and staff to express personal reactions (immediate and continuing need)	<ul style="list-style-type: none"> <li>Pupils should be encouraged to talk about their feelings in class, smaller groups, or individually, with active listening.</li> <li>Some pupils may show signs of needing support beyond the staff's competence or confidence. Extended counselling should be identified (with parental permission).</li> <li>Staff closely affected by the event should have opportunities for debriefing and counselling if they require it.</li> <li>Staff responsible for managing the critical incident should be offered supervision and relief.</li> <li>Some adults and children may need therapeutic help for an extended period after the event.</li> </ul>						

<p>4. Consider the overall response of the school</p>	<p>The CIMT may need to consider:</p> <ul style="list-style-type: none"> <li>• Attendance at a funeral. (It will not normally be appropriate to close the school.) Discuss attendance with the Education Officer.</li> <li>• Visit(s) of staff/children to hospital.</li> <li>• Expressions of sympathy to families affected.</li> <li>• An assembly or service to mark the event.</li> <li>• A memorial in the school or school grounds. It is advisable to consider this carefully and ensure full consultation with all parties.</li> </ul>						
<p>5. Re-establishing normal routines</p>	<ul style="list-style-type: none"> <li>• Normal routines should be established as soon as possible as these provide security and stability at a time of stress and/or emotional upheaval.</li> <li>• Bear in mind the need to create time and space for thinking and grieving about the event.</li> <li>• Pupils should be encouraged to resume normal attendance.</li> <li>• Children who cannot attend school due to injury or distress may need other ways of maintaining the contact with the school and school personnel.</li> <li>• Consider how/when personal effects of deceased pupils should be removed.</li> </ul>						

# CRITICAL INCIDENT PREPARATION CHECKLIST

**Coding:**     **A** - In place  
                   **B** - Still needs to be done  
                   **C** - Not relevant

<b>Up-to-date information about:</b>	<b>Code</b>
Pupil/staff, Governor, Key Holder emergency contact details.	
LA emergency contact numbers.	
Education Transport / Bus / Coach lists.	
Emergency supply / support list.	
Information sheet about the school.	
Up-to-date site plan.	
Pupil/staff movement data (timetables / registration – who is where and when) (include sickness / day-leave rota + staff list of who is where and when during holidays).	
People, groups or organisations who visit or use the school and would need to be informed.	
People and groups used by the school, e.g. suppliers and contractors.	
Premises and sites plan of the school including critical locations, e.g. chemical storage, key salvage priorities, gas, electric and water mains control positions.	
School bank details, account number and sort code.	
Location of keys to classrooms, minibus, school safe etc.	
Copy of Hazard Register.	
Server back-up disks for all administration and student records.	
Educational Visits - details of names, location, significant medical information and contact details relating to all pupils and staff off-site.	

Evacuation procedures – visible and practised.	
Telephone lines – private, mobile, emergency access.	
Small room / quiet area for Police statements, counselling or interviews.	
Plan for possible off-site location.	

## **Management support:**

Access to qualified first-aiders.	
Screening of entrances / exits – siting of school / emergency office?	
Instant assemblies to release teaching staff.	
Knowledge of resources available to deal with the aftermath.	
Familiarisation with 'Managing Bereavement in Cambridgeshire Schools' document.	

## **School 'Specific' Information:**


## MANAGING CRITICAL INCIDENTS TIME PLAN

<b>Task</b>	<b>Time Scale</b>
Obtain as much factual information as possible at start of crisis.	<b>Immediate</b>
Alert Headteacher. Headteacher to alert the CIMT, Education Adviser/LA.	<b>Immediate</b>
Convene meeting of the Critical Incident Management Team.	<b>Immediate</b>
Start the incident log.	<b>Immediate</b>
Make arrangements for handling the media in liaison with Education Adviser/Press and PR.	<b>Immediate</b>
Carry out quick appreciation of immediate response required.	<b>Within first hour</b>
Select and set up control arrangements – decide roles and responsibilities of CIMT.	<b>Within first hour</b>
Communicate details of the incident to staff, pupils, governors and parents as appropriate.	<b>Within hours if practicable</b>
Inform pupils in a sensitive way – small groups if appropriate.	<b>Within hours if practicable</b>
Arrange a debriefing meeting for staff involved in incident.	<b>Before leaving school</b>
Arrange a debriefing for pupils involved in the incident.	<b>Before leaving school</b>

**Even when the incident has ended, arrangements to return the school to normal could go on for some time.**

Facilitate support for high-risk pupils.	<b>Next few days, could go on longer</b>
Funerals, rituals and memorials.	<b>Next few days</b>
Decide/agree a range of response and support measures. These have potential to run for many weeks/months.	<b>As soon as possible</b>
Suggested reading and other resources.	<b>As soon as possible</b>
Review and revise plans in light of experience.	<b>As soon as possible</b>

**4.6 SCHOOL CRITICAL INCIDENT LOG (EXAMPLE)**

**INCIDENT:** .....

<b>Date/ Time</b>	<b>Details of Incident</b>	<b>Action Taken</b>	<b>By Whom</b>

## APPENDIX 1

### REFERENCES AND SUPPORT AGENCIES

*If you have difficulty accessing any of the following reference materials, please contact the Educational Psychology Service who may be able to assist.*

- ❑ **DfE Teachernet Emergencies website** (2006).  
[www.teachernet.gov.uk/emergencies](http://www.teachernet.gov.uk/emergencies) The Teachernet website contains useful pages of advice & guidance for schools on how to cope with emergencies. For example it contains an interactive web tool that school can use to design their own emergency plan.
- ❑ **Loss, bereavement and critical incident resource pack** (2000) The Scottish Educational Psychology Development Programme.
- ❑ **Giving sorrow words**  
Managing bereavement in schools a resource manual (1998) S.Killick & S.Lindeman. INSET pack – has an accompanying video.
- ❑ **Safety and disaster management in schools and colleges** (1998) D. Kibble.
- ❑ **Dealing with disaster** (1994) HMSO Publications.
- ❑ **Wise before the Event** (1993) W.Yule & A.Gold. Calouste Gulbenkian Foundation.
- ❑ **Helping children cope with grief** (1998) R. Wells. Sheldon Press.
- ❑ **Death and loss: compassionate approaches in the classroom** (1995) O.Leaman. Cassell: studies in personal and social education.
- ❑ **Helping children to manage loss: positive strategies for renewal and growth** (1998) B. Mallon. Jessica Kingsley Publishers.
- ❑ **Coping with unhappy children** (1993) Ved Varma (Ed). Cassell: studies in personal and social education.
- ❑ **Children and bereavement, death & loss: what can the school do?** (1993) P. Wagner. National Association for Pastoral Care in Education.
- ❑ **Grief in children** (1990) A. Dyregrov. Jessica Kingsley Publishers.
- ❑ **The forgotten mourners** (1995) M.Pennells & M. and S. Smith. Jessica Kingsley Publishers.
- ❑ **Interventions with bereaved children** (1995) M.Pennells & M. and S. Smith (Ed). Jessica Kingsley Publishers.
- ❑ **Coping with disastrous events:** Kent County Council.
- ❑ **Critical incidents, a support framework for schools:** Norfolk Education Dept.

## Appendix 2

### CHILDREN AND BEREAVEMENT: USEFUL HELPLINES, SUPPORT GROUPS AND AGENCIES

- ❑ **The compassionate friends.** National support group for families who experience bereavement. Will also offer resources 'on loan' to schools.  
**Helpline: 08451 232304** [www.tcf.org.uk](http://www.tcf.org.uk)
- ❑ **Cruse.** National organisation that supports the bereaved.  
**Cambridge helpline: 01223 302662.** [www.crusebereavementcare.org.uk](http://www.crusebereavementcare.org.uk)
- ❑ **Centre 33.** Voluntary organisation aimed specifically at 'young adults', defined as those under 26. Can provide information, counselling and support with bereavement & loss. Tel: **01223 316488.**  
[www.centre33.org.uk](http://www.centre33.org.uk)
- ❑ **CAMHS.** Child and Adolescent Mental Health Services.  
Brookside Clinic, Cambridge **01223 746001.**  
Hinchingbrooke Hospital, Huntingdon **01480 415300.**
- ❑ **Childline.** National helpline for children and young people experiencing distress. London office **020 7650 3200.** Emergency Helpline **0800 1111.**
- ❑ **Child death helpline.** Telephone helpline for anyone affected by the death of a child. Tel: **0800 282986.**
- ❑ **AICH.** Advice, Information, Counselling Huntingdonshire. A registered charity, which provides free, independent and confidential counselling to young people (aged 14 – 25) in the Huntingdon area: **01480 435061**
- ❑ **The children's hospice for the eastern region:** Milton, Cambridge  
**01223 860306.**
- ❑ **The Samaritans.** Tel: **01223 364455** [www.samaritans.org.uk](http://www.samaritans.org.uk)
- ❑ **Winston's Wish.** Provides support for bereaved children up to 18, plus their parents and carers. Family line: **084 5203 0405**  
[www.winstonswish.org.uk](http://www.winstonswish.org.uk)
- ❑ **National Children's Bureau.** Tel: **020 7843 6000**
- ❑ **The Refugee Council.** Tel: **020 7346 6777**
- ❑ **The child bereavement trust.** Support and counselling for grieving families.  
Tel: **01494 446648** [www.childbereavement.org.uk](http://www.childbereavement.org.uk)
- ❑ **The Childhood Bereavement Network.** 8 Wakeley Street, London, EC1V 7QE  
Tel: **020 7843 6309** [cbn@ncb.org.uk](mailto:cbn@ncb.org.uk)