

Lisburn Central Primary School & Nursery Unit



Critical Incident Policy

Lisburn Central Primary School aims to protect the wellbeing of its students by providing a safe and nurturing environment at all times.

The school has formulated a number of policies and procedures to be followed with a view to ensuring the physical and psychological safety of the school community, both in ordinary time and in the event of a critical incident. These include regular fire drills, vigilant playground supervision, monitoring of entrances/exits, registration of visitors and a regular review of First Aid training for staff as well as the Education Authority's (SE Region) Health and Safety Policy.

What is a Critical Incident?

Lisburn Central Primary School recognises a critical incident to be 'an incident or sequence of events that overwhelms the normal coping mechanism of the school and disrupts the running of the school'

Critical incidents may involve one or more pupils, staff, the school or our local community.

Types of incidents might include:

- The death of a member of the school community through sudden death, accident, terminal illness or suicide
- An intrusion into the school
- An accident/tragedy in the wider school community
- Serious damage to the school building through fire, flood, vandalism etc.
- The disappearance of a member of the school community
- An accident involving members of the school community

Aim

Recognising that the key of managing critical incidents is planning, Lisburn Central Primary School has developed this Critical Incident Management Policy and accompanying Plan. Our hope is that, in the event of an incident, these will help staff to react quickly and effectively and to maintain a sense of control. These should also help us to achieve a return to normality as soon as possible and ensure that the ongoing health of the school community.

Creation of a coping, supportive and caring ethos in the school

We have put systems in place to lessen the probability of an occurrence of an incident. These include measures to address both the physical and psychological safety of both staff and pupils.

Physical Safety

- Our Health and Safety policy is regularly updated
- Regular fire drills occur
- Our evacuation plan is prominently displayed and practised
- Fire exits and extinguishers are regularly checked
- Entrances to the school are locked during school times
- Safety rules during playtime are in place
- An Exceptional Closure Policy is in place

Psychological Safety

- We implement our Anti-Bullying Policy
- Staff members are informed of difficulties affecting individual pupils and are aware and vigilant to their needs
- Staff has access to books and resources on difficulties affecting the primary school child.
- The school has developed links with outside agencies, which may be contacted in the event of an emergency and for onward referral of students

Critical Incident Management Team

We have set up a Critical Incident Management Team in line with best practice and will maintain this team in future. The members of the team were selected on a voluntary basis and will retain their roles for at least one school year. The members of the team will meet once a year to review and update the plan.

Roles

Key roles have been identified and assigned as follows:

- Team Leader – Mrs A Poots
- Staff/Media Liaison Role – Mr R Brown
- Family Liaison Role – Mrs L Edgar / Mrs J Anthony
- Chaplaincy/ Community Liaison Role – Rev P Dundas
- Student Liaison Role – Mrs A Poots

In the event of a team member's absence, his/her role will be divided among the other members.

In the event of a critical incident the responsibilities of each role-holder will be as follows:

Team Leader

- Alerts the team members to the crisis and convenes a meeting
- Coordinates the tasks of the team
- Liaises with the Board of Governors and Department of Education
- Liaises with the affected families

Staff/Media Liaison

- Leads meeting to brief staff on the facts as known, gives staff members an opportunity to express their feelings and outlines the routine for the day
- Advises staff on the identification of vulnerable students
- Is alert to vulnerable staff members and makes contact with them individually
- Provides materials to staff from EA support
- In preparing for the role, she will consider issues that may arise during the incident and how they might be responded to (e.g. students being interviewed, photographers on the premises, etc)
- In the event of an incident will liaise where necessary with the Communications Section in the EA

Family Liaison

- Facilitates 'Questions and Answers' meeting with families
- Meets with individual parents
- Provides material for parents from EA support
- Visits the affected families with the team leader
- Prepares a letter for all parents that will express the sympathy of the school community, give the facts, advise the parents of relevant supports
- Maintains up to date list of contact numbers of key parents such as members of the PTF

Chaplain/Community Liaison

- Visits affected families with leader and Family Liaison
- Assists with prayer services
- Makes contact with other local clergy where necessary
- Is available as personal and spiritual support to staff and students
- Liaises with agencies in the community for support and onward referral
- Updates team members on the involvement of external agencies
- Coordinates the involvement of these agencies
- Maintains up to date list of contact numbers of Emergency Support Services and other external contacts and resources

Student Liaison

- Liaises with other team members to keep them updated with information and progress
- Alerts staff to vulnerable students
- Provides materials for students from EA support
- Assist with administrative tasks

Other members of the School Community may be asked to help with administrative tasks such as manning the phones, responding to letters, photocopying materials etc. should the need arise.

Confidentiality and good name considerations

The school has a responsibility to protect the privacy and good name of the people involved in any incident and will be sensitive to the consequences of any public statements. The members of the school staff will bear this in mind and will seek to ensure that pupils also do so. **After consultation with EA only the designated person will talk to media.**

No other person will communicate with the media.

Critical Incident Room

In the event of a critical incident, the School Library will be the main room used to meet the staff, students, parents and visitors involved.

Critical Incident Report Booklet

Information received from: _____

Contact details: _____

Name of person informed: _____

Information passed to: _____

(Name of person with overall responsibility)

Time: _____

Date: _____

Details of incident received so far: -

Unconfirmed reports:

Details of people known to be involved: -

Name	Involvement	Known/suspected	Contact Details

Staff members on Critical Incident Response Team: -

Name	Mobile number
Mrs Poots	
Mr Brown	
Mrs Anthony	
Mrs Bishop	

Essential Tasks – Checklist

Stage 1

Central Information Point is the Principal's Office

1. Hold a meeting of CIMT to assess the ongoing danger

Done: ☐

Time: _____

Date: _____

2. Allocate roles to staff members

Role	Person Responsible	Mobile Number	Alterations
Phone calls			
Staff briefing & debriefing			
Pupils			
Parents			
Media			
Practical arrangements(eg staff cover)			
Secretarial Staff/ Emergency Services/ Health & Safety			

Done: ☐

Time: _____

Date: _____

3. Inform key people and seek support as appropriate:

List of key contacts	Phone number	Done
Chair of Governors		
Fire/Ambulance/Police	999	
PSNI (Lisburn)	02897562222	
Doctor/Health Centre		
Lagan Valley Hospital Hospital	02892665141	
CEO Education Authority	02890566200	
Crisis/Bereavement EA	02890566875	
CRUSE	02890323986	
Childline	02890327773	
Samaritans	08457909090	
Child Death Helpline	0800282986	
Staffcare Services	0500127079	
NSPPCC	02890351135	
DENI	02891279279	
BBC (Radio Ulster)	02890338000	
UTV	02890328122	
Downtown Radio	02891615555	
Educational Psychologist		
Education Welfare Officer	02844613511	
CPSS		
Archdeacon Paul Dundas		

4. Brief all staff

Think - Clear information

Advice regarding how to inform & support pupils

Team working & practical arrangements

Support for staff

Done: ☐

By: _____

Time: _____ Date: _____

5. Inform all pupils

Think – Clear language (no euphemisms)

Dispel rumour

Offer support

Age appropriate

Are there pupils more closely affected who need to be informed separately or in a small group?

Done: ☐

By: _____

Time: _____ Date: _____

6. Make contact with parents as appropriate

Think – by phone

by letter

visit to home?

Done: ☐ By: _____

How? _____

Time: _____ Date: _____

7. Contact with Media (if appropriate)

Think – prepared statement

measured tone

Done: ☐ By: _____

How: _____

Time: _____ Date: _____

8. Debrief staff at the end of Stage 1

Think – thank staff

advise about self-care

info about next day

Done: ☐ By: _____

Time: _____ Date: _____

9. Meeting of CIMT

Done: ☐ Time: _____ Date: _____

Essential Tasks – Checklist

Stage 2

1. Record any further information / details / contacts that have come to light since yesterday –

Done: ☐

By : _____

Time: _____ Date: _____

2. Plan for cover / flexible timetable / appropriate rooms / refreshments etc. as necessary

3. Brief staff on morning of Stage 2

Think - Practical arrangements
Support for pupils
Self-care

Done: ☐ By: _____

Time: _____ Date: _____

4. Pupils

- Providing further information (as appropriate)
- Showing care and support
- Providing comforting routine and predictability
- Allowing pupils some involvement / outlet
- e.g. cards / drawings / poems / ceremonies

Details of action taken: -

Pupil/Group of Pupils	Action Taken	By Whom	Time	Date

Person responsible _____ Date: _____

5. Parents

- Providing further information (as appropriate) eg. Letter / meetings etc

Details of action taken: -

Person responsible _____ Date: _____

6. Debriefing staff at end of Stage 2

Think - Ongoing practical arrangements

Longer term monitoring of pupils who may be at risk

More detailed self-care advice

Done: ☐ By: _____

Time: _____ Date: _____

7. Debriefing CIMT at end of Stage 2

Done: ☐

Time: _____ Date: _____

Essential Tasks – Checklists

Longer Term Actions

1. Funerals, services, rituals and ceremonies (e.g. memory books, art work, school event, planting tree)
2. Re-establishment of feelings of safety and predictability among school community.
3. Ongoing support of pupils and staff.
4. School support for families affected by the incident.
5. Ongoing monitoring of children who may be having difficulties – providing support and referring on as necessary.

<u>Potential Referral Agencies</u>	<u>Telephone number</u>
CRUSE	02890323986
Educational Psychology	02890566921
Education Welfare	02844613511
G.P (through Parent)	
Crisis/Bereavement SEELB	02890566875

Details of referrals made as a direct result of this incident: -

Name of child	Referred to	Referred by	Date of referral	Outcome

Name of child	Referred to	Referred by	Date of referral	Outcome

Person responsible for the above referrals:

Name: _____ (probably SENCO)

6. Ongoing support of staff on stress / bereavement coping, through meetings / talks / referral to staff support agencies.

Details of action taken: -

Person responsible _____

Date: _____

7. Anticipate events / anniversaries / reminders that may be difficult or upsetting in the future and plan to support staff and pupils.

Details of action taken: -

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REFLECTION

(To be completed 6 weeks after the event)

Details of key lessons learned through management of this event.

Completed by: _____ **Status:** _____

Date: _____

Signed: _____

(For the Board of Governors)

Date: _____

Signed: _____

(Principal)

Date: _____