



Gulf English School

CRITICAL INCIDENT POLICY / PRODEDURES

Latest Review September 2017

CRITICAL INCIDENT POLICY / PROCEDURES

This policy will be reviewed on an annual basis

Gulf English School strives to provide an environment where each individual child will be cherished, respected and nurtured so that the intellectual, spiritual, moral, emotional, social, physical and cultural needs are developed.

The school has taken a number of measures to create a coping, supportive and caring ethos in the school. The school has also formulated a number of policies and procedures to be followed with a view to ensuring the physical and psychological safety of both staff and students during the normal course of the school day and in the event of a critical incident.

Such policies would include:

- Health and Safety Policy
- Anti-Bullying Policy
- Code of Behaviour
- PSHE Programme
- Tours/Outings

Definition of Critical Incident:

Gulf English School recognises a critical incident to be “an incident or sequence of events that overwhelms the normal coping mechanisms of the school, and disrupts the normal running of the school”.

It includes any situation faced by members of the school community that causes unusually strong emotions that a person may not have the ability to cope with. These incidents can be traumatic, causing emotional turmoil and behavioural changes. The effects of a critical incident can be lasting and depend in part, on the extent of the support given in dealing with the incident.

Critical incidents may involve students, staff, the school or the local community.

Examples of a critical incident might be;

- The death of a member of the school community, through sudden death, accident, suicide or terminal illness.
- A serious accident or tragedy in the school community
- Serious damage to the school through fire, flooding vandalism etc.
- The disappearance of a member of the school community
- A physical attack on a staff member or student Intrusion into the school.

Aim of Plan:

The aim of the Critical Incident Plan is that in the event of such an incident as outlined above, the plan will help staff and management to react quickly and effectively and to maintain control of the situation. The plan will also help the school to return to normality as soon as possible and limit the effects of the incident on staff and students.

Critical Incident Management Team:

Gulf English School has set up a Critical Incident Management Team consisting of the following personnel:

- The School Manager
- Member of the EMC
- The Head of Secondary
- The Head of Primary
- Key Stage deputy Heads
- The School Counsellor(s)
- The Head of Administration

The Critical Incident Management Team may co-opt other members of staff to assist them, should they deem it necessary.

The School manager will act as Team Leader, or may delegate responsibility

Role of Team Leader:

- The team leader alerts team members to the crisis and convenes a meeting of the team
- Co-ordinates/delegates tasks of the other team members.
- Liaises with Head Office
- In case of bereavement, liaises with the bereaved family

Other areas of responsibilities, which may be delegated by the Team Leader to other members of the team would include:

- Contacting Emergency support services
- Briefing and advising the staff and noting their feelings and concerns.
- Organising the supervision of students in the school
- Keeping staff updated on information/developments /progress
- Meeting students to brief them on the situation
- Taking care of "Vulnerable students/vulnerable teachers"
- Liaising with external agencies for support or referrals
- Meeting with individual parents or groups of parents.
- Visiting bereaved families or families closely associated with the incident
- Preparing a Press release and liaising with the media.
- Preparation of an "Incident Room"

Record Keeping:

All team members will keep written records of phone calls, letters, meetings interventions etc.

Confidentiality:

The school is conscious of its responsibility to protect the privacy and good name of people involved in any incident and will be sensitive to the consequences of any public statements.

CRITICAL INCIDENT MANAGEMENT PLAN

INCIDENT ROOM:**Director's Office****MANAGEMENT TEAM**

- The School Manager – Sandra Harris
- Member of the EMC- Deputy CEO
- The Head of Secondary - Monica Berto
- The Head of Primary- Angela Barnard
- Key Stage deputy Heads- Clare Wise/ Cecil Barrington/ Gemma Trickett/ Seema Syed
- The School Counsellor(s)-EmanAfifi/ Francisco Manuel Torronteras
- The Head of Administration- Sonia Varghese

The Critical Incident Management Team may co-opt other members of staff to assist them, should they deem it necessary. Such members may be;

- School Nurse
- Member of Security Team
- Year Leaders / Heads of Year
- Counsellor Network Support e.g Soor Centre

KEYROLES ASSIGNED BY TEAM LEADER

NAME OF TEAM MEMBER	TASK
School Manager	
Member of EMC	
Head of Primary	
Head of Secondary	
Key Stage 1 Deputy	
Key Stage 2 Deputy	
Key Stage 3 Deputy	
Key Stage 4 Deputy	
Head of Administration	

EMERGENCY CONTACT NUMBERS

Police	112
AMBULANCE	112
FIRE BRIGADE	112
STAFF	Emergency Numbers
Sandra Harris	60790999
Monica Berto	99296345
Angela Barnard	55718072
Cecil Barrington	65607477
Clare Wise	99569635
Gemma Trickett	+44 7718319119
Seema Syed	50178406

SUPPORT/ADDITIONAL MATERIAL

SHORT TERM ACTIONS AND ROLES ASSIGNED

DAY 1

TASK	NAME
ADMINISTRATION & RECORDING. SET UP DEDICATED PHONE LINE / TEXT SERVICE	
GATHER ACCURATE INFORMATION	
CONTACT APPROPRIATE AGENCIES	
CONVENE A MEETING WITH KEY STAFF	
SHORT TERM STAFF/ STUDENT LIASION PERSON	
ARRANGE SUPERVISION OF STUDENTS	
HOLD STAFF MEETING	
ORGANISE TIME TABLE FOR THE DAY	
INFORM PARENTS	
INFORM STUDENTS	
MAKE CONTACT WITH THE BEREAVED FAMILY	
DEALING WITH THE MEDIA	
DEALING WITH PHONES	

MEDIUM TERM ACTIONS AND ROLES ASSIGNED.

24 – 72 HOURS

TASK	NAME
REVIEW THE EVENTS OF THE FIRST 24 HOURS	
ARRANGE SUPPORT FOR INDIVIDUAL/GROUPS/PARENTS/STUDENTS/TEACHERS	
PLAN THE RE-INTEGRATION OF STAFF AND STUDENTS	
PLAN VISITS TO INJURED	
LIAISE WITH FAMILY REGARDING ARRANGEMENTS ETC.	
ATTENDANCE AND PARTICIPATION AT FUNERAL SERVICE(if appropriate)	
SCHOOL CLOSURE	

ACTIONS AND ROLES ASSIGNED

BEYOND 72 HOURS

TASK	NAME
MONITOR STUDENTS FOR CONTINUING SIGNS OF STRESS	
EVALUATE RESPONSE TO INCIDENT AND AMEND CRITICAL INCIDENT PLAN APPROPRIATELY.	
FORMALISE PLAN FOR THE FUTURE	
INFORM NEW STAFF AND PUPILS	
DECIDE ON APPROPRIATE WAY TO DEAL WITH ANNIVERSARIES	

SAMPLE LETTER TO PARENTS/GUARDIANS

Dear Parents/Guardians

The school has experienced (the sudden death/injury) to one of our students/staff. We are deeply saddened by this death/injury (Brief details of the incident, and in the case of death, perhaps some positive remembrances of persons lost)

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 that he may like to discuss with you. You can help your child by taking time to listen to him and encouraging him to express his feelings. It is important to give truthful information that is appropriate to his age. If you would like any advice or support you may contact the following people at school (Details)

School Manager

**Sample letter requesting consent for
Involvement of Outside Professionals.**

Dear Parents/Guardians,

Following the recent (tragedy/ death of x) we have arranged specialist support for students in the school who need particular help. (X) is available to help us with this work. The support will usually consist of talking to children either in small groups or on a one to one basis, and offering reassurance and advice as appropriate. Your child has been identified as one of the students who would benefit from meeting with (X). If you would like your child to receive this support, please sign the attached permission slip and return it to the school by

If you would like further information on the above or if you would like to talk to the school councillor, please indicate this on the slip, or contact the school.

School Director

I/We consent to having our child meet with

I understand that my child may meet x in an individual or group session,
depending on the arrangements that are thought most appropriate.

Name of Student: _____.

Class: _____

Date of Birth: _____.

Signed: _____ (Parents /Guardians)