BROOKFIELD SPECIAL SCHOOL

'Caring, Sharing and Learning Together'

CRITICAL INCIDENT MANAGEMENT POLICY

Introduction

A critical incident, especially one which results in the tragic death of a young person, exerts enormous pressures on individuals and the whole school community. The resulting wave of emotion is intense, difficult to deal with and can be over-whelming. The prior establishing, maintenance and on-going promotion of a school ethos as one of a caring and supportive community is an important pre-requisite for helping everyone- staff and pupils, to cope and feel valued at a time of great stress.

Response strategies, everyone's role in them and sources of help and support need to be in place in every school as part of a pre-planned proactive process of staff development as opposed to being hastily thought out at a time of a sad event.

Being aware of essential tasks to be undertaken, specific roles in a collaborative, multi-agency and well-coordinated response will greatly assist the school population and broader community to cope with and recover from, the emotional fall-out.

The monitoring and support arrangements necessary for all young people, especially those individuals with delayed or complicated grief reactions and who may be 'at risk' require particular attention and coordination. A period of high-level vigilance for pupils' emotional well-being may need to be maintained for some time.

Teaching and support staff have an important role to play in maintaining a purposeful and supportive environment while sensitively helping restore harmony and routine back to the lives of pupils and the whole school community.

This document aims to provide the guidance necessary for an effective response to any future critical incident in Brookfield Special school. It is our intention to work to ensure that our response is proportionate and appropriate.

In Brookfield Special School the following definition of a Critical Incident will apply

A critical incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within our school community and which overwhelms our normal coping mechanisms.

Some examples of critical incidents may include:

- Sudden death of a pupil or staff member;
- Disappearance of a pupil or staff member;

- Death or injury of a pupil or staff member on a school trip/outing;
- Severe injury or death of a pupil or staff member as a result of a road traffic collision;
- Violent intruder on a school premises;
- Serious damage to school premises.

Critical Incident Management Policy Aims

The aims of the Critical Incident Management Policy are to:

1 Recognise which incidents may be critical for the school community;

2 Respond to a critical incident in an informed manner;

3 Create a positive, open, communicative climate where the needs of staff and pupils are met in critical incident situations;

4 Create a safe school environment whereby the physical, social and psychological health of pupils and staff is prioritised;

5 Monitor and review the policy for dealing with emergencies;

6 Promote active coping skills within the curriculum; and

7 Establish positive working relationships and dialogue with outside agencies, thus enabling full and effective collaboration in the event of a critical incident.

Our school's response to any critical incident will differ according to the nature of the incident and the specific circumstances pertaining to it. Guidance for our response is described under the following three headings: 'Before the Event',' During the Event', 'After the Event'.

Links with Other School Policies

Brookfield Special School does not consider that the critical Incident Management Plan and Policy is a stand-alone policy document. Therefore, we will have ensured that we have established the links with the other relevant school policies such as (Pastoral Care, Safeguarding, Internet/Mobile Use, Health & Safety).

BEFORE THE EVENT

This section refers to the importance of being proactive in preparing for critical incidents and describes the function and individual roles of our school's Critical Incident Management Team.

Critical Incident Management Plan

In Brookfield Special School, the guidelines and procedures identified in this document will form the basis of our response to a critical incident. The Critical Incident Management (DE Guidance Appendix 3) will guide that response and also serve as a record of events and action taken.
All information recorded as part of a critical incident should be treated as confidential and shared and stored in accordance with Data Protection and Child Protection procedures.

Critical Incident Management Team

In Brookfield Special School the Principal and Vice Principal for Pastoral Care will lead the school response and accept joint responsibility for the recording of that response. The school health and safety officer will 'quality assure' our response and ensure that essential tasks are completed.

All members of this team will have been assigned tasks and roles which will include:

- Overall management of incident and central information point;
- Establishment of a temporary recovery room/quiet space;
- Management of phone calls and enquiries;
- Staff briefing;
- Support for pupils (including vulnerable pupils and those who are off-site);
- Support for staff;
- Communication with parents ;
- Liaison with external agencies;
- Media liaison.

During an incident there will be a staffed information point in an easily accessible area to facilitate the exchange of accurate and relevant communication. Another important task will include helping arrange for staff members to support 'front line' staff during a critical incident to ensure that they have adequate breaks, that their classes are covered and that they are supported to cope with the event.

The Critical Incident Management Team will seek the assistance of the Education Authority Critical Incident Response Team to assist with the critical incident management, provide advice and support as required.

DURING THE EVENT

This section describes action to be taken in Brookfield Special School when responding to a critical incident. It identifies important sources of support available to our Critical Incident Management Team and the essential tasks to be undertaken as part of a collaborative and well-managed response. Detailed advice is given with regard to staff briefings, breaking the news to pupils and contacts with parents/ carers. This section includes information on managing the media and the importance of staff welfare and support during a critical incident response. The need to identify vulnerable 'at risk' pupils is also highlighted.

Implementing the Critical Incident Management Plan

It is important to remember that no two incidents are alike. We will always assess needs first using the information available and record it on our Critical Incident Management Booklet.

When a critical incident occurs it is necessary for us to inform key people of the event that has taken place and to ensure that they remain updated. These may include the emergency services, members of the school's Board of Governors, CCMS, the EA's Critical Incident Response Team. A list of relevant names with current phone numbers is included in the school's Critical Incident Management Booklet and is updated on a regular basis. The Principal and Vice Principal retain copies of this booklet at home, as well as in school, under secure storage arrangements.

Brookfield Special School Critical Incident Response Team will:

1. Assess the risk, gather factual information and take appropriate action. Begin use of Critical Incident Management Booklet and follow tasks suggested. These will include:

    - Initiate agreed school evacuation procedures if necessary, arrange emergency agencies if required;
    - Mobilise the Critical Incident Management Team;
    - Establish a central information point, set regular briefing and debriefing times and, if possible, have a dedicated telephone line;
    - Notify the emergency services/other relevant authorities, Chairperson Board of Governors, CCMS, the EA's Critical Incident Response Team and other relevant agencies such as counselling agencies;
    - Maintain structures and routines where possible;
    - Create a calm and purposeful environment.

2. Co-ordinate the school's response by following Critical Incident Management Booklet for guidance.

- The School's Critical Incident Management Team will meet before staff briefings;
- The Principal or member of the school's CIMT will meet with staff in the morning to brief and in the afternoon to debrief;
- The morning meeting with staff is to share information, liaise and delegate, discuss the intervention plan, agree how and what pupils will be told being mindful that in certain circumstances there may be a police investigation into an incident. There is a potential that shared information could form part of the evidence. The school's Critical Incident Management Team will liaise with the police for further guidance, if necessary;
- Collect, record, verify and update details (time, place, those involved etc;
- Prepare a media statement – be careful about naming any pupil without parental/PSNI permission;
- Set up a recovery room in the school if needed (provide fluids, tissues, comfortable chairs and support personnel).

3. Organise contact with pupils and parents

    - Give the facts of the critical incident, keeping in mind legal implications, the potential for police investigations and issues of confidentiality;
    - Inform parents by telephone or in person if their child is involved, as soon as the initial information is confirmed. Remember, the media and/or children with mobile phones may have reached them first with news of the event, which may contain inaccuracies;
    - Ensure only accurate information is shared ;
    - Maintain appropriate communication between school and parents;
    - Provide appropriate information for parents on possible reactions of pupils and how to support them.

4. Restore the school to regular routine as soon as practicable

    - If planning visits to injured and bereaved, ensure that a senior member of staff remains on the school premises;
    - Continue to liaise with the Chairperson of Board of Governors, Critical Incident Response Team and others as appropriate.

5. Continue to monitor the well-being of pupils and staff, especially the most vulnerable

    - Identify at-risk pupils and staff, arrange for follow-up support, involvement with other professionals and referrals as necessary;
    - Assess the need for specialist intervention of staff and pupils.

Staff Briefing and Debriefing

In the event of a critical incident affecting the school, it is essential that staff receive information from the school's Critical Incident Management Team (CIMT). The Principal/CIMT Team member is responsible for relaying factual information on what has occurred, how the incident will be handled

and how staff can contribute to the school's response.

In order to do this effectively it is our intention to have a formal staff briefing as soon as possible after a critical incident and then a debriefing at the end of the school day. Every effort will be made to keep staff updated on developments in the course of the day and this will be done informally during morning breaks and/or lunchtime using the school's staff room.

1. At the initial briefing session, staff will be given clear and factual information, as currently available, about the critical incident. If full details are not known at this point, we will still hold the briefing and share what has been confirmed. Staff will be assured that as further details become available they will be updated as appropriate;
2. Advice on how to inform and support pupils will also be provided;
3. Practical arrangements will be discussed;
4. Information will be given on how staff can be supported and the afternoon debriefing meeting should be announced;
5. The end of day debriefing will take place and that any staff concerns will be listened to. We will provide tea/coffee and biscuits. Staff will be asked what they have had to deal with, how they handled it, what was difficult and any other issues;
6. Staff will be informed of the tasks which need to be addressed in relation to the next day and will be made aware that there will be a meeting again in the morning;
7. Staff will be advised about self-care and support available to them;
8. While all members of staff should attend briefing meetings, we will ensure that any staff that are vulnerable and unable to cope, are not expected to take an active role;
9. Those members of staff who appear to be vulnerable will be offered additional support;
10. Substitute and absent teachers will also need to be informed of the situation and supported as above.

Breaking the News to Pupils

It is important to inform pupils of a critical incident as soon as possible. Delaying a formal announcement may make the situation worse, as rumour can add another dimension to the existing problem and pupils may feel that a delay communicates lack of concern or sensitivity by the school staff.

In Brookfield Special School the best person to communicate this difficult news will usually be the class teacher (supported by Senior Management) who is familiar to the pupils and trusted by them.

We are aware that there will likely be a range of different groups among the pupils with whom we will need to communicate. We will be mindful of pupils with SENs and other needs, those with English as a second language, 'Looked after Children' and those recently bereaved.

We are mindful that the manner in which a critical incident is announced to the pupils can have a major impact on the emotional responses of the whole school community. Before making the announcement of a traumatic event, such as an accident or sudden death, which is not already widely known in the school or community Brookfield Special School will give careful attention as to

the content of what pupils are to be told by:

1 Carefully wording the content of the announcement and providing written copies to teachers for use;
2 Ensuring that the family's right to privacy is respected. In the case of suspected suicide, we will respect the wishes of the family being careful about language using the term *sudden death* instead of suicide;
3 Making a straightforward sympathetic announcement of a loss with a simple statement of condolence. As pupils may have heard rumours via text messages or word of mouth it is important therefore that the broad facts of the event, once verified, are communicated to the pupils in an appropriate manner (calm, controlled, caring, sensitive and containing). This will help minimise rumour, provide an opportunity for the pupils to talk, express their reactions and help to prevent hysteria developing;
4 Making the announcement simultaneously so that all pupils in the building will hear about it at the same time;
5 Reducing the potential for creating a highly charged emotional climate and providing a 'safe container' by informing pupils in small groups for example siblings, close friends, class group, year group and in their regular classroom setting;
6 Allowing sufficient time for pupils to begin to discuss their feelings and assuring them that they will be kept updated as information is available.
7 Staff will be encouraged to remain calm and to listen to the pupils. They should not feel that they need to have all the answers to pupils' questions (as they will not) and indeed it may not be appropriate to give out detailed information. Theirs is a listening, supportive and containing role.
8 Be as truthful as possible when responding to the questions of pupils, but keep in mind that early information available about a traumatic event may not be accurate.
9 Monitor the reactions of the pupils.
10 Monitor corridors and school grounds to ensure pupils are appropriately observed and supported.
11 Provide designated area/areas for pupils should they wish to come out of their class. They may wish to go to a quiet place (where they can be supervised) or to talk to someone for example the school nurse, school counsellor, member of the school's pastoral care team or a member of the critical incident team supporting the school.
12 Staff members need to be able to respond to pupil's needs and reactions in a calm, caring, compassionate and containing manner. They need to know that they will be supported and affirmed in their efforts to maintain this level of control.
13 It is important to communicate that the staff care about those affected by the critical incident and to model appropriate concern.

Normal School Routine

Our school aims to restore normal school routine as soon as practicable following the news of a critical incident. Sustaining the normal routine with timetabling flexibility will allow pupils and staff to access support and will also maintain a sense of continuity and stability for the whole school community. In some schools some of the pupils/staff may not be overwhelmed by the incident and therefore will maintain normal timetabling throughout the response.

Pupils Off-Site

In Brookfield Special School it is our intention to be mindful of pupils who are off site because of medical appointments and educational trips etc. As with all other pupils, thought will need to be given as to how they are contacted, informed and supported. The school's CIMT will agree on the most sensitive and practical ways of breaking the news, bearing in mind those pupils may already have heard several versions by phone.

Pupils who are absent from school due to illness will be informed. This is of particular importance if the absent pupil is in the same class, or is the friend of a child who has died. In such a case, early contact should be made with the pupil's parent/carer. A pupil's return to school in any of these circumstances will be sensitively managed.

Pupils with Special Needs

This is reflective of our whole school population. Pupils with special needs including pupils with learning and communication difficulties will require special consideration from staff as they may be at a different developmental level to their peers, which may affect their understanding of trauma and death. These pupils will be told the news separately if possible by using short simple sentences in language appropriate to their level of understanding. They may ask the same questions repeatedly and may need extra patience and support. Non-verbal approaches such as pictures, drawings and photographs may help them to explore and express their feelings and concerns will be considered. Due to the diverse nature of pupils' special educational needs, the school's Special Educational Needs Co-ordinator (SENCO) will be consulted about the best approach for each child.

Contact with Parents/Carers

When a critical incident occurs parents will need to be informed. Parents of pupils directly involved will receive a telephone call or visited. If the death of a child has occurred we will be mindful of the bereaved parents' needs. The Principal will make contact as soon as possible to express sympathy, liaise over messages of condolence from staff/pupils and be apprised of funeral arrangements.

Other parents as appropriate will also need to be informed by letter. The letter might contain information about what has occurred and the school's response/intended response. Looked after children in residential accommodation should also be considered and carers notified. Consideration should also be given to the needs of parents of children whose first language is other than English.

We will provide parents/carers as required with information on how young people react to a traumatic event will be helpful and reassuring e.g. pupils may be anxious, lack concentration, and be restless or unable to sleep. Giving parents some practical and constructive suggestions on how to support their child will also be helpful i.e. make time for the child; let them talk; do not leave them unsupervised as bad news may cause them to become anxious and unsettled; keep them with familiar adults and keep a familiar structure for them. Where there are vulnerable pupils, some parents may need to be contacted personally.

(It needs to be remembered that a school cannot 'contain' information that is being shared within the community; it will 'leak out'. Bearing this in mind, consideration needs to be given to the use of social media and how to deal with some of the repercussions it can have.

Social media and media is instantaneous; be aware that there may be other sources spreading the news or an incorrect version of events around the community. Informing the school and the school community as soon as possible with correct information (with the family/ies' consent) in a language appropriate for the audience, will reduce anxieties and, hopefully, prevent the spread of rumours.

As well as communicating the news, social media can be used by the school community and family for information and bereavement support, but be aware that social media can be abused, for example through online bullying/negative comments, which can be very hurtful to bereaved families and young people.

Activity on social networking sites during a critical incident can be a source of potentially important information, such as suicide pacts, identification of vulnerable groups or individual young people who may be at increased risk of suicide. Given privacy restrictions to people's personal web pages, distressing information may be posted without the knowledge of parents or school staff. It is likely that users will block access so activity of this nature will not be accessible to everyone.

Monitoring sites raises issues of privacy and surveillance. Schools are not advised to engage in monitoring. However, should schools become aware of inappropriate posts by pupils, they could inform the parents/carers and encourage them to request that it is deleted. The easiest way to have a post removed is for the person who originally posted it to delete it from their account or request its removal).

Funeral Arrangements

In Brookfield Special School the attendance at a funeral following a critical incident will be considered on a case-by-case basis. The welfare of all our pupils is paramount and we will therefore we will manage this specific to each individual's needs. Such as:

- **Attendance at funerals – staff and pupils,**
- **Guard of honour,**
- **School choir attendance,**
- **Memorials,**
- **Flowers,**

- **Attendance at wakes,**
- **Religious cultural issues etc.**

Managing the Media

The media can be useful for disseminating information, ascertaining the mood and reactions in a community and encouraging people to seek help. Given that it is advisable for schools to have agreed procedures in place to deal with the media well before a critical incident occurs, the Principal will seek advice from available Education Authority/CCMS Communications Officers whose role it is to facilitate media communications and act on behalf of the schools for which they are responsible, when requested to do so.

Each critical incident is unique and the dynamics of each situation will have to be assessed when it occurs. It is important that a structured approach to media management is developed to ensure the most positive and supportive response from the media.

In Brookfield Special School, all media enquiries will be channelled through one person who may be the Principal or nominee. Staff will be reminded about this school policy and will be advised not to speak with the media directly. It is necessary to respond to questions accurately and factually as information becomes accessible. However, it may be necessary to explain to the media that it is not possible to answer their questions at a particular time because of the sensitive nature of the incident or because the information is not available for various reasons. The delegated person will liaise directly with the media as more details become known. It may be necessary to check with the police, ambulance, fire and rescue service, EA/CCMS Communications Officers, as appropriate, before making a statement. The school accepts that co-operation with the media can make the difference between inaccurate reporting, resulting in a story that reflects negatively on the school and one which shows the school's caring role and ability to respond effectively in a crisis.

For safeguarding reasons and to ensure that 'normal' school life is disrupted as little as possible, the news media will not be permitted on school property without the approval of the Principal. The news media does not have legal access to school property without such consent. This applies to television, radio, print media and photographers.

Dealing with a death by suspected suicide

Legally and ethically the term suicide should not be used until this is determined by a Coroner's Court. This can be one to two years after the actual death. Despite this, pupils and members of the community might still be inclined to describe a death as a suicide before this has been established. The term 'suicide,' however, will not be used by the school until it has been categorically established that this was the case. Phrases such as 'tragic death' or 'sudden death' will be used instead. When talking to pupils it is especially important not to dwell on the cause of death.

In the aftermath of such a tragic event, any threat of suicide among pupils will be taken seriously and the pupil(s) referred immediately to the Designated Teacher for Child Protection and

Safeguarding who will take appropriate action. Care should be taken to identify potentially vulnerable pupils and remind them of supports available, including talking to their teachers.

Potentially vulnerable pupils may include:

- Close friends and relatives of the deceased
- Pupils with a history of self harm, suicidal behaviour
- Pupils who have experienced a recent loss or separation
- Pupils who have been bereaved by suicide in the past
- Pupils with mental health difficulties
- Pupils with a history of substance abuse
- Pupils with child protection needs
- Non-communicative pupils who have difficulty talking about their feelings
- Pupils experiencing serious family difficulties, including mental or physical illness
- Pupils with special needs

In our school it is our intention to be vigilant around the time of the inquest, court cases and the anniversary of a death.

As with any death, our school community will wish to remember the person who has died and to pay tribute to their memory. When an apparent suicide has occurred, staff in Brookfield Special School will be careful to remember the person without glorifying the means of death.

We also acknowledge that it is important for events to be reported in a sensitive and measured way so that other vulnerable young people are not put at risk. The language used is very important.

Staff Welfare

A critical incident in school, particularly one which results in the death of a young person, exerts enormous pressures on individuals and the whole school community. It is followed by a prolonged trail of emotional devastation in others. The impact on staff may be distressing and some may find it difficult to cope. The extent of this impact will depend on staff involvement in the incident and the particular circumstances pertaining to the incident. The impact may well vary according to staff experience and training, coping skills, past trauma history and current stresses. Sources of help and support need to be in place as part of a pre-planned strategy and not hastily arranged at times of tragedy.

The promotion of a school ethos of a caring, supportive community is an important pre-requisite for helping all staff to feel valued and to cope at times of great stress. In addition to support arrangements for all staff from within Brookfield Special School, external sources of help will be identified and made known to all. During a crisis, consideration will to be given to the provision of opportunities for staff, as individuals or in groups, to discuss their own reactions to what has happened, to assess the climate of the school and to share their observations on the monitoring of vulnerable pupils.

The Principal will endeavour to ensure that staff are well supported at all times during the school year and even more so during a crisis. In order to support pupils effectively, staff will be kept informed, given clarification regarding their role and given support. The needs of all staff will be monitored so that vulnerable individuals can be identified and supported. There are a number of ways in which this will be done, through school and external support, both formally and informally.

Informal support in school may operate through colleagues who are also friends of a member of staff and who can look out for them and support them.

Formal support can be arranged by a staff member by contacting Inspire Workplaces.

The needs of the Principal and other senior members of staff, who are expected to exercise sensitive and strong leadership during the incident, will also be provided for in the planned support arrangements. While this group of senior staff may be well supported from within the school, it is likely that support will also come from outside the school.

School Closures

Depending on the nature of the critical incident and its impact on the school and wider community, it may be necessary to suspend the normal timetable for a short while to permit an appropriate response. In very exceptional circumstances, such as a death on school premises, it may be necessary to close the school. Further advice with regard to exceptional closures and the procedures to be followed are contained in the Department of Education circular, Circular Number: 2018/20
Date of Issue: 14 December 2018.

Critical Incidents during School Holidays

In Brookfield Special School if a critical incident occurs during the school holidays, we will inform staff and parents (who will in turn inform their child). When the school opens we will support the pupils as appropriate and plan a memorial to remember the deceased.

Unsolicited Support/Advice

In Brookfield Special School we are aware that, during a critical incident, offers of help and support will come from many sources, some welcome and part of our planned response, and others which, though well intentioned, may only serve to complicate that response. Careful consideration will be given to the benefits to be gained for our school community of accepting help from any source, other than those which had been planned for. All contact with pupils from any agency or individuals will be governed by our current Safeguarding and Child Protection in Schools Policy.

Police Investigation

In Brookfield Special School we are also aware that the sudden death of a pupil may trigger an investigation and involve several agencies. This will depend on individual circumstances pertaining to the pupil. School staff may be asked to co-operate with enquiries by the PSNI or other

investigating authorities. Such protocols, though necessary, can bring additional stress to bear during an already difficult time. The Principal and Senior Management Team have an important role to play in facilitating this process as well as providing the necessary support and reassurance for those staff who may be involved.

AFTER THE EVENT

This section deals with the important work required to help the school and the broader community cope with and recover from the tragedy of the event. It advises on monitoring and support arrangements necessary for pupils. It also emphasises the need for on-going vigilance and identification of those individuals with delayed or complicated grief reactions and who may be 'at risk'. The section also advises on supporting families, marking anniversaries and reviewing our critical incident management plan. Related appendices include a template for the school-to-school transfer of relevant pastoral information.

The aim of the work carried out in Brookfield Special School during the weeks, months and sometimes years following a critical incident is to help its immediate and broader community cope with and recover from the tragedy and trauma of the event. The restoration of harmony and return to normal routine require careful and sensitive planning, timing and implementation. Alongside the maintenance of a purposeful and supportive environment will be the need for a high level of staff vigilance for pupils' emotional wellbeing (watchful waiting) and the monitoring of those individuals with on-going difficulties. Reactions and emotions may not surface for months, even years following the event. Painful feelings and reactions can be triggered by seemingly innocuous events.

Ongoing Support for Pupils

Following a critical incident, it is likely that there will be considerable distress evident among many pupils, especially close friends and relations. Our staff will be on the lookout for signs of delayed or complicated grief reactions. In Brookfield Special School, pupils who continue to show signs of significant distress after a number of months and who are finding the return to normal functioning difficult, will be considered for referral to appropriate personnel for specialist intervention.

The Pastoral Team will also consider the need for action plans of support for individuals and groups, and continue close liaison with external agencies for guidance and reassurance. This period of high-level vigilance (watchful waiting) for pupils' emotional wellbeing and the on-going identification of pupils 'at risk' may need to be maintained for some time. It is important to realise that safeguarding children is a multi-agency concern and can become a child protection issue. The welfare of the child or young person must always be paramount.

Within our school environment, subject teachers may have to cope with relevant issues as they arise during teaching and learning. The curriculum will also provide opportunities to deal with these issues in a more extensive way. It would be unwise to focus obsessively on the critical incident, yet issues arising from the event should not be avoided by staff.

When a bereaved pupil is due to return to school, The Safeguarding Team will give due consideration as to how best to facilitate this and plan support for the pupil and his/her peers.
When a pupil moves school and has been subjected to a trauma, the transferring school will be informed.

Support for Families

The families affected by the incident will require support for a long time after the tragic event. Family members may also attend our school and have difficulty in adjusting to their loss. In the event of the death of a child, parents may wish to have mementos of their son/daughter's involvement in the life of the school and to hear about his/her achievements. The return of personal belongings and/or school work to the family, perhaps in a 'memory folder' or 'memory box' will be handled sensitively. Consideration will also be given with regard to events that the deceased pupil would have been part of, for example award ceremonies. If applicable, the managing of public examination results and the return of coursework will also be given careful management. (*It should be remembered that whatever precedent the school sets at this time needs to apply to similar incidents in the future)*

Anniversaries and other significant times

Consideration will also be given to marking the anniversary of the incident in an appropriate manner, and in accordance with the wishes of the family affected. Anniversaries may revive deep feelings among pupils and staff and will receive careful handling if new problems are not to be created. Additional support for pupils and staff may be required at this time. Teachers will also need to be sensitive to significant days such as Birthdays, Christmas, Mother's Day and Father's Day. In addition, there will be a need to take account of any long-term legal processes, e.g. a court case or an inquest, possible media interest and any related public events which may be unsettling for the school community.

Monitoring and Review of Critical Incident Management Plan

In light of experience, the Critical Incident Management Team will review and evaluate our provision for coping with critical incidents after a critical incident, termly and annually. What went well? What was most/least helpful? Were there any gaps? Have all necessary referrals to support services been made? Is there any unfinished business? This review will be undertaken in collaboration with those support agencies involved and will include consultation with all parties concerned.

Staff Continuous Professional Development
The Principal of Brookfield Special School will seek to identify and arrange training for relevant staff.

APPENDICES

DE - A Guide to Managing Critical Incidents in Schools

Critical Incident Team

Please see link below to the all the appendices:
https://www.education-ni.gov.uk/publications/guide-managing-critical-incidents-schools-appendices
Immediate Actions for School Staff following a Critical Incident
https://www.eani.org.uk/sites/default/files/2021-09/Immediate%20Actions%20for%20School%20Staff%20following%20a%20Critical%20Incident_0.pdf
Critical Incident Management Guide – Initial Report and Running Record
https://www.education-ni.gov.uk/sites/default/files/publications/de/appendix-3.pdf