



‘Achievement for All’

ST JOSEPH’S BOYS’ SCHOOL

CRITICAL INCIDENT POLICY

Reviewed _____

Date: _____

Agreed SMT _____

Date: _____

Principal

Agreed BOG _____

Date: _____

St Joseph's Boys' School

'Achievement for All'

Critical Incidents Policy



Introduction

He said to them, 'Let the little **children** come to **me**, and do not hinder them (Mark's Gospel 19.14)

Over the last few decades, a great deal has been learnt about the impact of traumatic incidents on individuals, groups and communities. The role of the school in providing preventative education and strategic help to pupils, staff and parents has also been shown to be crucial in ensuring that people receive the help they need in the school and from other agencies.

Definition

A critical incident may be defined as any sudden and unexpected incident or sequence of events which cause trauma with our school community and which overwhelms our normal coping mechanisms. They may involve an intense threat to life, health, property, security, values or integrity. Incidents may last from a few minutes to a number of days.

Categories of Critical Incidents

- Those where schools are directly involved.
- Schools indirectly involved.
- Schools serve a community hit by traumatic events.
- Secondary issues can arise from reactions of others to survivors- even more damaging.

Rationale

By learning more about this subject the school will be in a position to:

- Raise awareness about risk reduction, stress reduction (see health policy) and the responsibilities of all staff before, during and after an incident.
- Respond both generally and to different types of incidents.

Aims

This policy aims to provide information, ideas and support to enable St Joseph's to:

- Respond to a critical incident in an informed manner, with roles clear and defined.
- Create a positive, open, communicative climate where the needs of both staff and pupils are met in critical incident situations.
- Recognise which incidents are critical for the school community.
- Create a safe school environment whereby the physical, social and psychological health of pupils and staff is prioritised.

- Sustain a safe re-opening of school in line with the Northern Ireland Executive “Coronavirus Executive Approach to decision making” published 12th May 2020, New School Day Guidance published on the 13th August 2020 and updated again as Education Restart- Guidance for Schools and Educational Settings in NI .
- Sustain the legal obligations of the school with regard to Health and Safety and Public Health under the Coronavirus Act 2020.
- Continue to contingency plan for the delivery of remote learning in the event of whole or partial school closure, or that a bubble or class needs to self-isolate.
- Monitor and review teacher workloads and take into account the guidance on teacher time budgets TNC 2020/21.
- Recognise the value and importance of adapting active learning strategies, outlined in personal development, health education and form teacher programmes.
- Establish positive working relationships and dialogue with outside agencies thus enabling full and effective collaboration in the event of a critical incident, and/or a worldwide pandemic.
- Monitor and review the appropriate return to the school day with a view to removing the negative impact of continued disruption on educational standards, attainment and delivery of qualifications.

Critical Events

The characteristics of the response to a critical incident are:

- severe disruption at least temporarily to the functioning of individuals and/or communities/school.
- Perceptions of threat and helplessness and turning to others for help.
- A sense of at least temporarily that the usual coping responses of individuals and communities have been overwhelmed.
- Give no planning time.
- The risk or ill health as a results of contracting coronavirus.
- To review ongoing impact on the wellbeing of our children and young including our most vulnerable learners if not being at school.
- The potential inequality of provision across pupils in Northern Ireland and in comparison in England, Scotland, Wales and the Republic of Ireland.
- Draft, monitor and adjust whole school risk assessment following guidance and engagement with PHA, educational practitioners and an SMT consultation group comprising of Principal, Pastoral Vice Principal, SMT for Health and Safety/ Building Maintenance and the Learning Support Manager.
- Draft, monitor and review individual risk assessments following PHA guidance under the tutelage of Principal and Vice Principal.

Roles - School Management – Critical Incident Management Plan

See Appendix 2 & 5

School Management’s main role is to legitimise critical incident work and pave the way for effective planning and the delivery of school intervention techniques.

To develop an emergency plan management which outlines the following:

- Essential tasks, roles and responsibilities.

- Contact details for appropriate agencies.
- Staff care/support.
- Identify school Critical Incident Response Team.
- Critical Incident Telephone Tree/S.M.T.
- Non -teaching staff and additional staff/ B.O.G. roles.
- Procedures for dealing with media- Principal only.
- Procedures for dealing with staff, pupils and parents.
- Plans for ongoing support.
- School closures (DE permission) if appropriate.
- Critical incidents at weekends and holidays.
- Central information point.
- Prepared statement for staff member answering phone.
- Telephone log for calls/queries.
- The School Management Team will also develop appropriate strategies to support and enable the school community to fulfil its role in managing critical incidents.
- Provide opportunities for staff training.
- The management has a 'Duty of Care' and will be responsible for overseeing the response to an incident.
- Decide what other community professionals/organisations or agencies should be involved.
- To give consistent information to the whole staff team about the incident as soon as possible.
- Provide an opportunity for staff debriefing and additional support as appropriate. (See **Appendix 7**)

Critical Incident Response Team

Role

► The EA CIRT role is to enhance the school's pastoral care support system by providing critical incident management, advice, support and resources to allow the school staff to successfully manage a critical incident

This may involve pupil support (individual/group) and staff support (individual/group) as required

The EA CIRT is a multi-disciplinary team with members trained in Critical Incident Stress Management (CISM)

Role of the EA Critical Incident Response Team

- Once a call has been made to the Regional CIRT number a local EA CIRT Coordinator will contact the Principal to gather the facts and arrange a school visit
- EA CIRT Coordinator will meet with the Principal/SMT to assess the school's needs
- On completion of assessment the EA CIRT Coordinator will:
 - contact other members of the EA CIRT as required
 - contact the EA ICSS Adviser if ICSS support is required - Post Primary & Special Schools only
 - Assist with Media enquiries/press statements
 - Assist with staff briefing

- Meet with individual teachers and staff groups
- Provide support to individual pupils and groups if required
- Provide Crisis Management Briefing to pupils
- Meet with Principal/SMT at the end of the day to review and plan further support if required
- Meet with the Principal/SMT to agree stand down of critical incident support and exit strategy
- Discuss the needs of any vulnerable pupils who may require internal/external follow up support
- Contact the school after the response has ended to assess if follow up support is required.

Critical Incident Response Team St Joseph's Boys' School

St Joseph's Critical Incident Team is highlighted in **(Appendix 8)**

Staff Care

Safety Procedures

- Under guidance of "New School Day" published 13th August 2020 and subsequently updated on the 24th August 2020 as Education Restart – Guidance for Schools and Educational Settings in NI, pupils must not attend school if they display any symptoms of the virus.
- Pupils will enter/exit in their bubble or class to ensure maximum contact between pupils.
- Pupils will not be permitted to access after 9am.
- School gates will be closed at 9am to ensure safety of all staff.
- Staff and pupils are expected to sanitise hands on arrival to school.
- Although it is not mandatory, we foster and encourage staff and pupils to wear appropriate face covers where possible and in keeping with their own health restrictions.
- As far as possible practicable social distancing at 2M should be maintained for both children and adults.
- Protective bubbles will be used as a key mitigating factor to reduce virus transmission.
- Staff are expected to adhere to a clean desk policy.
- Increased hygiene measures will be used throughout the school a means to mitigate the risk of virus transmission.
- Prohibit pupil under the reviewed Pastoral Care Procedures from bringing anything from home and at the end of school day limiting/ preventing shared resources from being sent home.
- Parents are not permitted under an extenuating circumstances from entering the school building as a means of preventing the spread of the virus. Where parent must enter school building, appropriate hygiene measures should be in place.
- Regular checks are carried out to ensure that buildings, playground equipment, fire exits, burglar/fire alarms, etc. are in good and safe condition. Repairs that have to be undertaken, are attended to promptly.
- A system is in place to admit visitors to the school, to monitor entrances and exits, ascertain of information from a caller to the school before access is granted. Extra vigilance of strangers or irregular events around the school are monitored by all staff.
- Staff should act promptly if you suspect anything out of the ordinary and report immediately to the main office who will inform the principal or designated teacher.

- Systems are in place for school evacuation.
- Management know what is happening in the community that may affect the school.
- Procedures are in place for dropping off and collection of children at peak times and regular monitoring of these procedures.
- A plan of the school – inside and out, marking doors, escape routes, toilets, kitchen facilities etc, is available. Key areas of the school are signposted.
- Every member of staff, key people and emergency service personnel, have copies of lists and plans.

It is the joint responsibility of the School Management to ensure the following is in place and that all staff adhere to the procedures outlined below.

i.e. to prepare, practise and maintain:

- Health and Safety Procedures, fire drills, procedures to deal with bomb threats etc.
- Child protection procedures.
- Procedures for dealing with bullying and discrimination (race, gender, disability, age, religion-
- School trips and fieldwork safety guidelines and procedures.
- Critical incident management procedures from rescue through to recovery.
- Contact address lists and telephone numbers for staff and pupils.
- Knowledge about other disaster management plans and procedures for your area, e.g. plans by police, hospitals, fire service, councils.

Social Safety

St Joseph's aims to:

- Create an atmosphere where pupils, parents and staff feel they are personally safe, emotionally and behaviourally.
- Create shared understandings between parents, staff and pupils about values and codes of behaviour.
- Create and practise respect and inclusiveness for all members of the school community.
- Create consistency but act with flexibility, according to the circumstances.
- Create open lines of communication using external and internal resources.
- Be clear about boundaries, what is negotiable and what is not. Be aware of consequences of actions.
- Keep an eye on the needs of different classes and the staff team.
- Build healthy, positive links between home, school and community.
- Not avoid difficulties - deal with them at an early stage and avoid problems developing.
- Create a spirit of inquiry - teachers should not be expected to know everything, pupils and parents can find answers too.
- Foster open discussion and evaluation of the impact and the fight against Covid 19 and will continue for some time to have profound implications for society as a whole.

Liaising with Parents

Parents will be informed by telephone or in person if their child is involved, as soon as the initial information is confirmed. Remember that the media and /or children with mobile phones may have reached them first with inaccurate information.

Ensure a correct and consistent message is given.

If the numbers involved are large and the event distressing, a number of staff sharing the task ensures support for each other and a pooling of information in relation to questions being asked by parents.

If the incident occurs away from the school on a school activity, care must be taken in managing the reunion. The pupils are leaving a group which has shared an intense experience and now have to cope with parents and a world that seems different.

Provide where possible, a comfortable, secure and private waiting area out of media and public view for the actual meeting.

Prepare and calm anxious parents, by giving simple, accurate information about the incident, the state of the children and what to expect when reunited with them.

Practical and emotional support and information can be given to each family.

Teachers may have to wait with parents knowing they are probably bereaved but unable, on police instruction, to tell them what they may suspect until identification is certain. This experience is one of the most stressful.

Other parents need to be aware of the incident and its impact on the school. This also helps spread accurate information and demonstrates a caring and communicative approach. Advice on supporting children and help available can be sent to all parents.

‘Children will always find in the eyes of parents and teachers mirrors in which they will discover themselves as they are. We have a choice in what we reflect back’

William Glasser from Raising Self Reliant Children in a Self Indulgent World by Stephen Glenn and Jane Nelson – (Prima publishing and communication Rocklin, California, 1988)

DEALING WITH THE MEDIA

The media can be invaluable for information, ascertaining the mood and reactions in the community, for disseminating information and encouraging people to seek help.

The Principal or a designated teacher only should issue statements. EA Critical Incident Response Team will give advice on handling media and press statements.

Press Statements:

Press statements should be a regular as up-dates are needed. They should include:

- Facts about the incident – what has happened, when did it happen, where, who has been impacted, what is happening now, what has been done and what is planned, without raising false hopes.
- Affirmation of the principles of critical incident management:
 - To reduce stress / prevent further stress.
 - To stabilise the situation.
 - To normalise and promote the functioning of schools and individuals.
 - To ensure people get the help they need, and
 - Letting them know you have a school emergency plan and unsolicited help is not required.
 - To promote transparency with regard to the scientific, public health and wider policy judgements that have informed the appropriate links set out in the guidance to published scientific and PHA

Media Interviews

- Take a few moments to decide if can cope and plan a formal and agreed statement, request advance questions, interview to be held in suitable location for school.
- Write down a few key points before the interview.
- If you agree to speak keep it simple, factual and brief so that your key point is not edited out, provide reassurance or clarify any misunderstandings.
- Deal with criticisms rather than becoming defensive.
- Take your time and seek clarification if necessary.
- Be aware of legal issues, particularly the language/terminology used.
- If you decline to speak state a time when you will be interviewed or refer to a Press Officer / EA Communications Team.

Press statements should avoid

- Speculation and consider legal implications.
- Consider data protection issues and the involvement of other agencies including PSNI
- Offer reassurance and guidance
- Try and pre-empt questions.

SHORT TERM RESPONSE: AFTER NEWS IS BROKEN

Once safety is assured and some stability established, the designated team can now begin to plan the short-term response in school, use critical incident management plan.

Key tasks:

- Maintain a calm atmosphere and clear leadership.
- Gather data and assess the vulnerability and needs of different groups.
- Offer parents opportunities to consult the school for information, support and practical help where needed, together or individually.
- Organise staff support for all school personnel.
- Provide opportunities for staff consultations, both group and individual.
- Be available for children, parents and each other – but share the load.
- Liaise with other agencies defined in your plan.
- Visit or consult with families in relation to funerals and community services.
- Organise assemblies/ opportunities for the school community to congregate.
- Stop rumours, hurtful joking and the insensitive passing on of horrific stories.

Should the school be closed?

This is a major dilemma in some incidents. One of the key principles of crisis response is to keep people together for support and information. Dr. Ofra Ayalon states that “Disrupting continuity can disrupt sense of self, community and coherence”. Children also benefit from the routines of school even if they are changed for a while. Permission for any school closure must be sought

from DE, and school closures or partial school closures assessed under the Northern Ireland Executives Coronavirus Executive approach to decision making published 12 May 2020.

POST-INCIDENT RESPONSE

Action Plan

This section will outline the steps that can be taken when an incident happens. The section is divided into immediate, short, medium and long-term response signifying the change in pace and intensity of the response. In reality, one phase merges into the next and some tasks continue throughout.

It is based on the following principles:

- Respond quickly but with support and fore-thought to stabilise the situation and ensure PHA guidelines are followed.
- Use your plans to guide, don't follow them blindly.
- First make safe, then move to restore calm.
- Maintain basic school structures and continuity.
- Aim for full functioning but accommodate crisis needs.
- Assess needs and ensure people get appropriate help.
- Be sensitively pro-active, don't 'wait and see'.
- Anticipate and prevent preventable stress and problems.
- Promote healthy active coping. Discourage 'wallowing' and rumours.
- Ensure choice and range of interventions.
- Work to sustain the health of staff.
- Maintain the response. But change the pace and focus with time.
- Review and learn.

MEDIUM TERM RESPONSE: WHEN NORMALITY HAS RETURNED BUT THE REALITY IS SINKING IN

This is the stage where needs begin to differ. Some want to forget, some have dealt with the incident and others are still in shock. The different reactions and attitudes can result in needs being suppressed or disguised in behavioural changes. Staff need to be extra vigilant at this stage otherwise it may be thought that all is well.

This less active phase gives schools a window of opportunity to put in place preventative measures and staff support to reduce long-term problems and review gaps in learning and pupils well-being.

Key Tasks

The school should:

- Allocate time for a short break from the response work.
- Provide ongoing support for pupils eg. ICSS, Community Hubs.
- Provide follow-up staff team sessions and affirm coping and stress management. Support for Staff Care Call, Inspire.
- Link with bereaved family or those affected by particular incident if not bereavement.

- Highlight classroom approaches i.e. Circle Time and class discussion.
- Continue liaison with other agencies.
- Manage differences arising in school and the community.
- Provide Opportunities for parents to consult, talk etc.
- Organise talks, if necessary, in relation to safety etc.
- Deal with behavioural changes related to the event.
- Deal with fears related to the event.
- Deal with reminders of the event – teach simple stress management.
- Arrange for external help for individual referrals, if needed.
- Continue to keep links with people not at school.
- Liaise with DES/DE and other agencies in relation to funding for help and support.
- May be asked to be involved in fund-raising, distributing gifts, award ceremonies, visits by dignitaries, dealing with invitations from other communities etc.
- Follow the advice of an external crisis response team.
- Record what you have learnt and experienced as a team, review of the Critical Incident Management Plan.

LONG TERM RESPONSE – BY THE END OF THE FIRST YEAR AND AFTER

As more information emerges through inquests and Enquiries, the story of the incident can change and other things happen. Blaming and scape-goating may occur along with jealousies over who gets most attention, distribution of funds and gifts. Heroes and heroines will also be created as awards for bravery are made. The public emphasis on courage and amazing recovery may mean those who are struggling may find it hard to admit they are different. Children are also growing and viewing the incident from a different age and stage. The reality of the impact may now be more evident as families are hit economically, people move away and widowed parents take new partners. The first anniversary and commemorations of memorials may re-trigger and expose reactions and create new problems if not handled well. Such incident-related events will give permission for the incident to be re-visited and progress checked, but otherwise the work of the school will be now integrated into the general curriculum with a special watch kept on specific individuals.

Key tasks

The school should:

- Maintain monitoring and review, but meeting will be less frequent.
- Support individuals still affected and experiencing new problems.
- Observe pupils for behavioural changes and entrenched trauma symptoms.
- Assess impact on pupils' performance.
- Deal with reminders of the event and the impact of inquests etc.
- Be aware of how staff are coping personally and professionally.
- Continue creative coping strategies in the general curriculum.
- Prepare for transitions e.g. change of school.
- Where appropriate, record and pass information on to next school.
- Commemorate anniversaries.
- Organise creative activities for whole school.
- Continue with help from external agencies i.e. Psychologists, Health Board Personnel, Inspector, Employee Assistance Officers / Welfare Officers etc. where available.
- Review and record information for others and review the school plan.
- Disseminate their experience for others benefit.
- Crisis response teams need to end their involvement properly with validation from others. A facilitated meeting or debriefing is helpful to clear up unfinished business and avoid a sense of loss.

Real recovery can take at least two years and subsequent years may bring different issues.

MONITORING AND REVIEW OF POLICY

This policy will be reviewed every two years or in response to review of a critical incident.

Approved by

SMT _____
Principal

BOG _____
Chairman

Review Date: _____

Appendix 1

DEFINITION OF A CRITICAL INCIDENT AND TYPES OF CRITICAL INCIDENTS THAT CAN AFFECT A SCHOOL

What is a Critical Incident?

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

What types of critical incidents can affect a school?

Incidents that have affected schools:

- Sudden death of pupil or member of staff.
- Disappearance of a pupil or member of staff.
- Death or injury of a pupil or staff member on a school outing.
- Severe injury to pupil or staff member as a result of road traffic accident.
- Serious assault on pupil or staff member in school.
- Violent/disturbed intruder on school premises during school day.
- Serious damage to school building or property through fire, flood or vandalism.
- Civil disturbance in local community.
- Pupil with contagious illness.
- Immediate evacuation of the school with no likelihood of return for a number of hours.
- Global pandemic

Appendix 2a

CONFIDENTIAL

Initial Report

Date: _____ Time: _____

Information received from: _____

Contact details: _____

Name of person informed: _____

Information passed to: _____
(Name of person with overall responsibility)

Time: _____ Date: _____

Facts of incident received so far: Brief Description of the Incident on (Date)

Unconfirmed reports:

CONFIDENTIAL

Details of individuals known to be involved

Name	Pupil/member Of Staff or Local Community	Involvement	Known/ Suspect	Contact Details

IMMEDIATE ACTION

Critical Incident Team Management Informed _____(Time) _____ (Date)

Name of Person: _____

Arrange Meeting of Critical Incident Management Team

_____ (Time) _____ (Date)

Name of Person: _____

_____ (Time) _____ (Date)

CONFIDENTIAL

DAY 1

1. Assess the ongoing danger and take necessary action eg. Evacuation/firstaid/ Emergency services.

Done: Time: _____ Date: _____

Name of Person: _____

2. Allocate roles to staff members.

Lead Roles	Person Responsible	Mobile Number
Establish central information point		
Set up dedicated phone line		
Arrange staff briefing and debriefing (set regular times)		
Inform pupils		
Inform Parents		
Manage media (prepared statement)		
Arrange staff support		
Set up recovery room		

Done: Time: _____ Date: _____

Person Responsible: _____

3. Establish a central information point.

Done: Time: _____ Date: _____

Person responsible: _____

4. Set up dedicated phone line.

Done: Time: _____ Date: _____

Person responsible: _____

5. Inform key people and seek support as appropriate/link with other relevant agencies.

List of Key Contacts (name)	Phone Number	Done
Principal/Vice-Principal		<input type="checkbox"/>
Education and Library Board's Critical Incident Response Team		<input type="checkbox"/>
Chair of Board of Governors		<input type="checkbox"/>
Council for Catholic Maintained Schools		<input type="checkbox"/>
Local Clergy/Faith Workers		<input type="checkbox"/>
Local Police		<input type="checkbox"/>
Fire Brigade		<input type="checkbox"/>
Hospital		<input type="checkbox"/>
Designated Medical Officer		<input type="checkbox"/>
Communications Officer		<input type="checkbox"/>
School Nurse		<input type="checkbox"/>
Educational Psychologist		<input type="checkbox"/>
Educational Welfare Officer		<input type="checkbox"/>
Counselling Services		<input type="checkbox"/>
Key Holders		<input type="checkbox"/>

Done: Person responsible: _____

Time: _____ Date: _____

6. Brief all staff.

Remember: Clear factual information
Advice on how to inform and support pupils
Team working and practical arrangements (eg cover,
Flexible timetable, recovery room)
Support for staff
Identify vulnerable staff
Inform absent staff
Set time for debrief session

Done: Person responsible: _____

Time: _____ Date: _____

7. Inform all pupils.

Remember: Clear language (no euphemisms)
Dispel rumour
Offer support
Age appropriate factual information
Assurances regarding updated information
Identify vulnerable pupils
Inform absent pupils

Done: Person responsible: _____

Time: _____ Date: _____

8. Inform all Parents.

Remember: Appropriate format eg by phone, letter, home visit.

Done: Person responsible: _____

How? _____

Time: _____ Date: _____

9. Contact with Media (if appropriate)

Remember: Consult with Communications Officer
Return media calls
Use prepared statement
Use measured tone
Emphasise school pastoral care support as appropriate

Done: Person responsible: _____

How? _____

Time: _____ Date: _____

10. Debrief staff – End of day session

Remember: Thank staff
Advise about self-care
Information about next day
Time to chat/reflect, tea and buns
Next day arrangements

Done: Person responsible: _____

Time: _____ Date: _____

11. Meeting of Critical Incident Management Team (End of day session)

Remember: Support and debrief team
Plan Day 2 – morning briefing for staff
Arrange next meeting Team

Done: Person responsible: _____

Time: _____ Date: _____

Day 2

1. Record of any further information/details since previous day.

Done: Person responsible: _____

Time: _____ Date: _____

2. Maintain central information point

Done: Person responsible: _____

3. Maintain dedicated phone line.

Done: Person responsible: _____

4. Deal with staff cover/flexible timetable/allocate appropriate rooms etc as necessary.

Done: Person responsible: _____

5. Briefing Staff – Morning session.

Think: Practical arrangements
Support for pupils
Self-care
Time of debriefing session

Done: Person responsible: _____

Time: _____ Date: _____

6. Pupils

- Providing further information (as appropriate)
- Showing care and support
- Providing comforting routine and predictability
- Allowing pupils some involvement/outlet eg cards/drawings/poems/ceremonies
- Recovery room
- Refer vulnerable pupils for further action

Details of action taken or any follow up action required should be recorded separately.

7. Parents

Provide further information (as appropriate) eg letter/meetings etc

Details of action taken:

Person responsible: _____ Date: _____

8. Consideration of memorial services

Remember: Times/dates
Staff involved
Information to parents

Done: Person responsible: _____

9. Debriefing staff – end of Day 2 session

Remember: Ongoing practical arrangements
Longer term monitoring of pupils who may be at risk more
Detailed self-care advice
Time to reflect, chat, tea and buns

Done: Person responsible: _____

Time: _____ Date: _____

10. Meeting of Critical Incident Management Team end Day 2

Remember: Support and debrief team
Plan Day 3 – morning briefing, staff cover etc, if required
Discuss need for longer term actions these will include:

- Memorials, services and ceremonies (eg memory books, art work, school event, planting tree)
- Re-establishment of feelings of safety and predictability among school community
- Ongoing support of pupils' emotional coping (eg circle time, Personal Development and Mutual Understanding)
- School support for contact with families affected by the incident
- Ongoing monitoring of children who may be having difficulties – providing support and referring on as necessary
- Ongoing support for staff directly involved and those most affected

Done: Person responsible: _____

Time: _____ Date: _____

EA Critical Incident Response Team

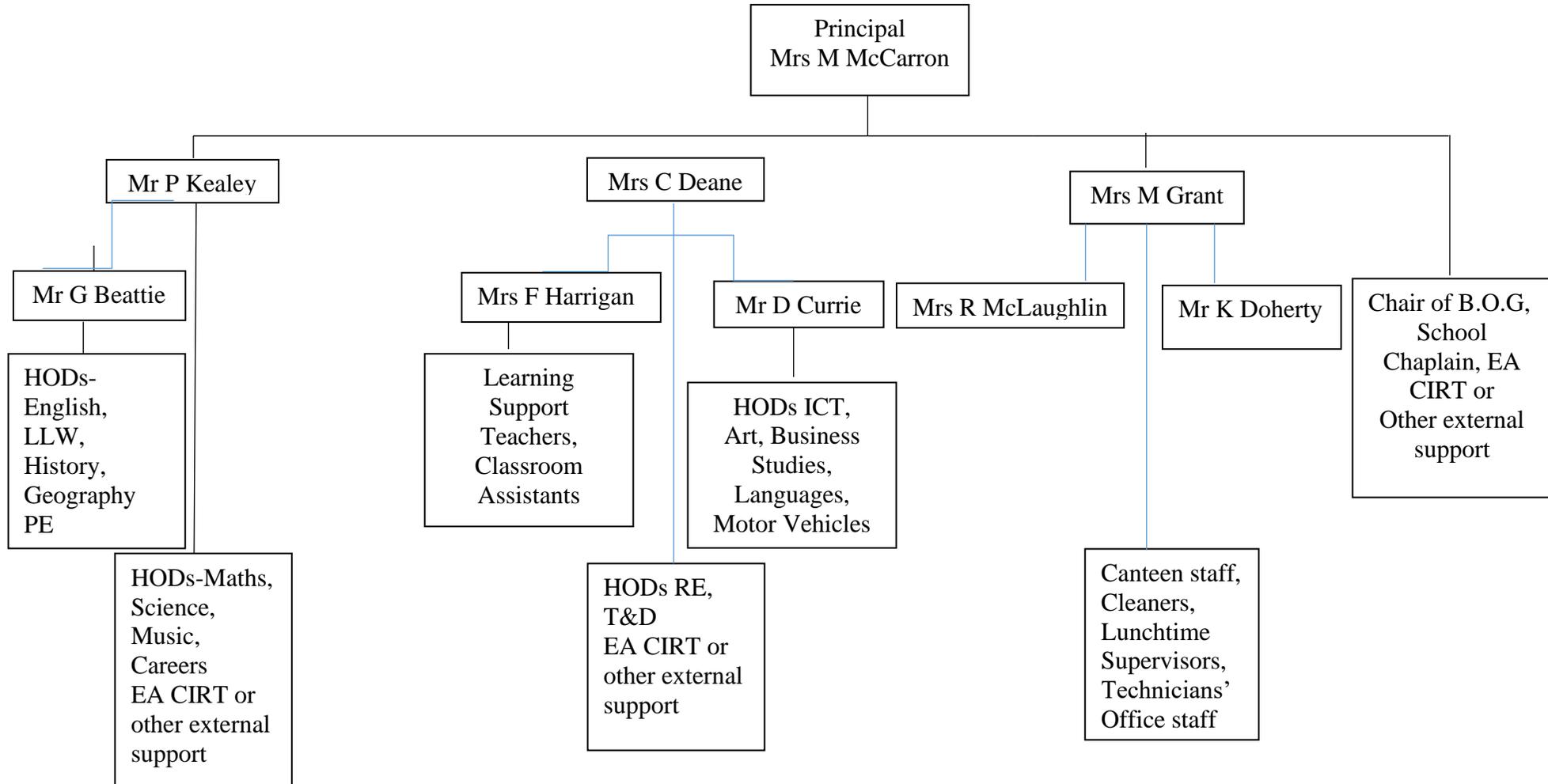
Details:

Helpline – 02837512515 – 9am to 5pm

5pm – 9am – Leave name and number and contact will be made

Appendix 4

Before the Critical Incident Critical Incident Telephone Tree Do Not Use School Text System



Appendix 5

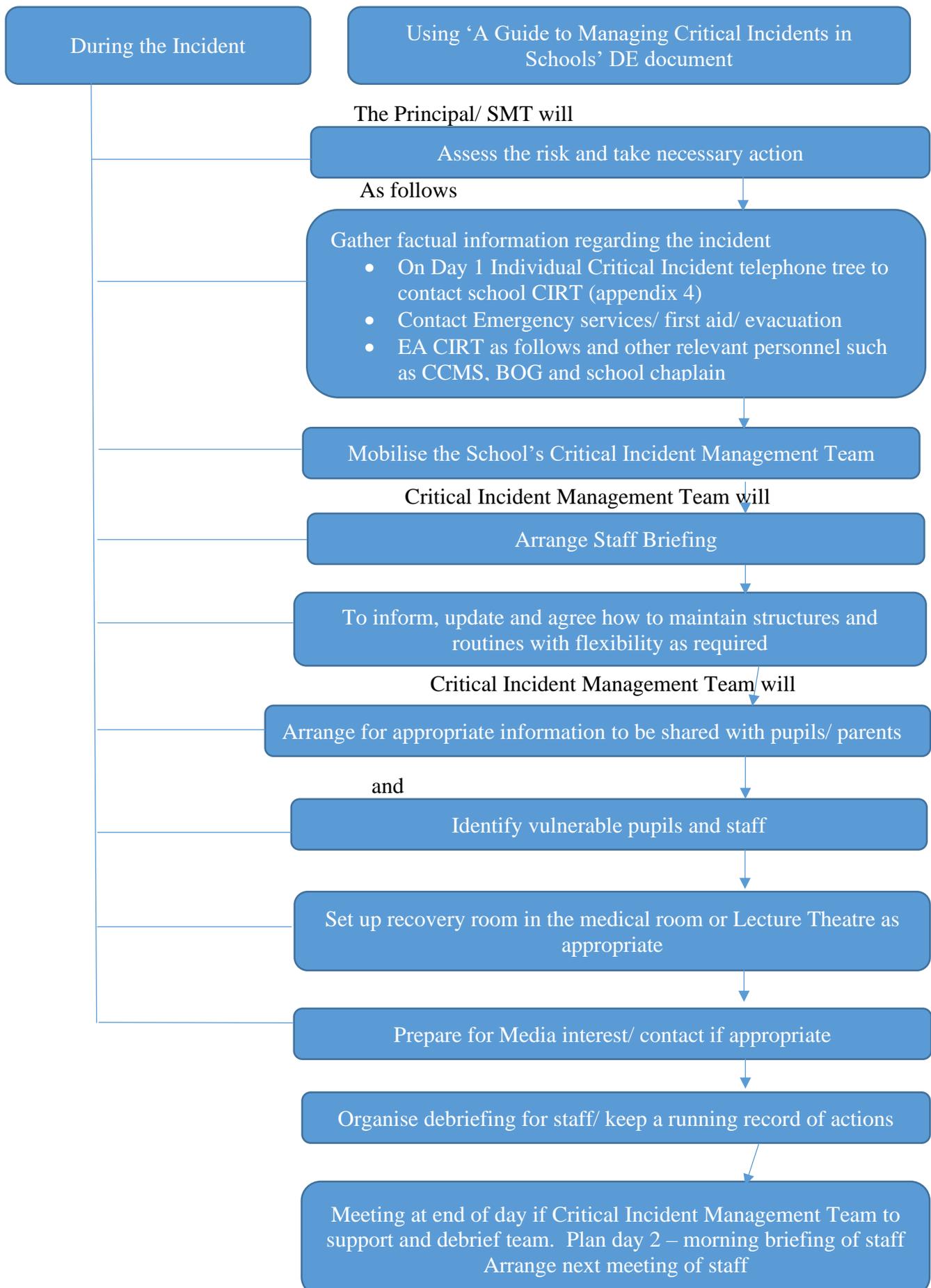
LIST OF USEFUL CONTACTS

This list should be reviewed each school term and updated if necessary. It is important that all members of the school's Critical Incident Management Team have a copy of this list at home as Critical Incidents can occur during weekends and school holidays.

Organisation	NAME	Phone	Email
Principal	Mrs Martina McCarron	07912512961	mmccarron155@c2kni.net
Vice-Principal Curriculum	Mr Paul Kealey	07740122715	pkealey506@c2kni.net
Vice Principal Pastoral Care	Mrs Ciara Deane	07568517959	cdeane603@c2kni.net
Chair of Board of Governors	Mrs Siobhan McIntyre	07809904458	siobhangel@hotmail.co.uk
Caretaker/Key holders	Mr Kieran Doherty	02871279017	
Board Critical Incident Response Team Leader		028 3751 2515	
Board's Chief Executive	Sara Long	02882411411	
CCMS	Mairead Logue	028 9201 3014	
Local Police	Strand Road – PSNI	101 999	
Local Fire and Rescue Service	Northland Road Station	101 999	
Local Hospital	Altnagelvin Hospital	02871 345171	
Out of Hours GP		02871865195	
School Nurse		02871 865104	
Board's Emergency Out of Hours		028 3751 2345	
Board's Health and Safety Officer		028 8241 1366	
Board's Transport Section	Transport Manager	028 8241 1411	Transport-omagh@eani.org.uk
Board's Maintenance Officer	Omagh Maintenance	028 8241 1518	
Board's Communications Officer	Angela Devine	028 82411411	angela.devine@eani.org.uk
Educational Psychologist	Christina Crouch	02871 864780 ext 5806	Christina.Crouch@eani.org.uk
Education Welfare Officer	Michael Leonard	0287 1272371	Michael.leonard@eani.org.uk
Social Services – Local Team	Riverview Gateway 16+ team	02871 266111 02871 314090 02871 312044	
Counselling Services (pupils)	Simona Haessler EA CIRT	0789 601 4424 02837 512515	
Local Church or Clergy/Faith Workers (staff)	St Eugene's Parochial House	02871 365712	steugen@btconnect.com
Media Contacts	Derry News Derry Journal	02871296600 02871272200	
Staff Support and Welfare			
PHA		02895360484	

Appendix 6

Immediate Actions for Schools Following a Critical Incident Critical Incident Management Plan St Joseph's Boys' School



Staff Support

Care Call: 0808 800 0002

or carecallwellbeing.com

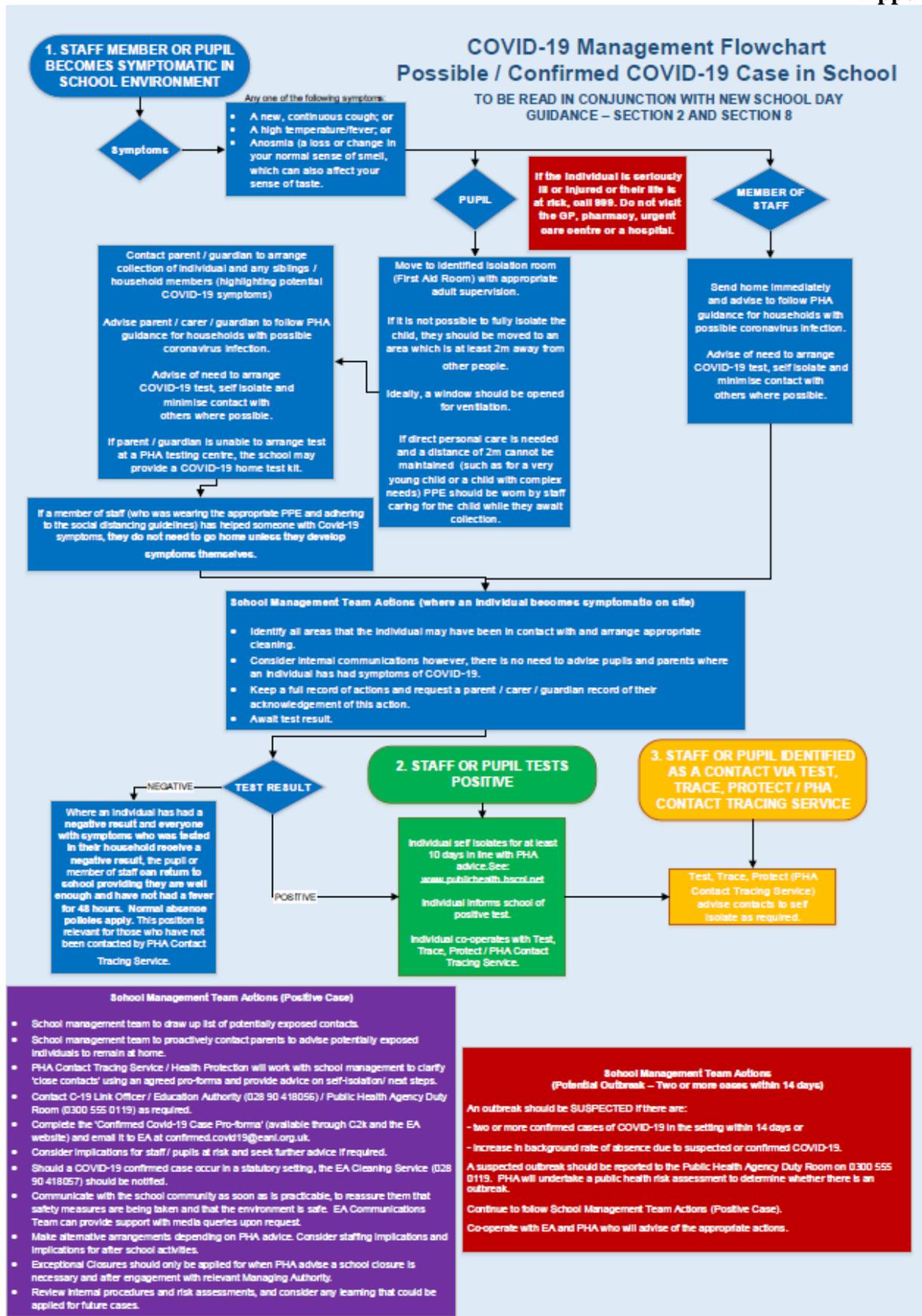
or support@carecallwellbeing.com

Inspire: 0808 800 0002

or Ann Rath 02837 512 5559

**St Joseph's Boys' School
Critical Incident Response Team**

Name	Designation	Action/ Responsibility
Mrs M McCarron	Principal Keep records of details	Assess/ receive information/ arrange meeting of school CIRT/ brief-debrief/ initiate plan. Media contact/ Staff Briefing-Parent Contacted as appropriate/ Contact EA CIR or other agencies- PSNI/ Fire service /
Mr P Kealey	Vice Principal	Contact all identified staff/ Parent contact as appropriate/ arrange staff briefing-debrief, Cover timetable as appropriate/ inform pupils
Mrs C Deane	Vice Principal	Contact all identified staff/ parent contact as appropriate/ arrange staff briefing-debriefing, Inform pupils/ arrange pupil support
Mrs F Harrigan-Stewart	SMT	Contact all identified staff/ gather pupils/ Vulnerable pupils as necessary/ arrange staff support/ maintain structure, inform absent pupils and parents of absent pupils, support recovery room set up
Mr G Beattie	SMT	Contact all identified staff/ gather pupils as necessary/ maintain structure
Mr D Currie	SMT	Contact all identified staff/ gather pupils as necessary/ maintain structure
Mrs M Grant	Administration Officer	Establish central information point/ dedicated phone/log all calls, contact identified non-teaching staff
Mrs R McLaughlin	First Aid	Set up recovery room/ pupil-staff support
Mr K Doherty	Building Supervisor	Open/close school areas/ report any issues/ concerns EA
Mrs S McIntyre Mr T Brennan	Chairperson B.O.G. Designated Governor	Support media contact with Principal, support staff/ pupils/ parents as appropriate/ inform other governors
Fr P Lagan	School Chaplain	Support pupils/ staff/ parents as appropriate



Management of People Who Become Symptomatic Onsite

To be used in conjunction with New School Day Guidance – Section 8

If anyone becomes unwell with

- a new, continuous cough; or
- a high temperature/fever; or
- anosmia (a loss or a change in your normal sense of smell, which can also affect your sense of taste)

they must be sent home and advised to follow the [PHA](#) guidance for households with possible coronavirus infection.

Settings should keep a full record of such actions and request a parent / carer / guardian record their acknowledgement of this action.

A child awaiting collection should be moved, if possible, to a room where they can be isolated behind a closed door. Appropriate adult supervision must be provided. Ideally, a window should be opened for ventilation. If it is not possible to fully isolate the child, they should be moved to an area which is at least 2m away from other people.

A risk assessment should be undertaken by the school to address this. Schools should fully document this process to ensure records of who made the decision, who was contacted, who provided supervision and who picked up the child are held.

If the child needs to go to the bathroom while waiting to be collected, they should use a separate bathroom if possible. The bathroom should be cleaned and disinfected before being used by anyone else.

PPE should be worn by staff caring for the child while they await collection if direct personal care is needed and a distance of 2m cannot be maintained (such as for a very young child or a child with complex needs).

If the child is seriously ill or injured or their life is at risk, call 999. Do not visit the GP, pharmacy, urgent care centre or a hospital.

If a member of staff (who was wearing the appropriate PPE and adhering to the social distancing guidelines) has helped someone with a new, continuous cough or a high temperature or loss of taste/smell, they do not need to go home unless they develop symptoms themselves.

They should wash their hands thoroughly for 20 seconds after any contact with someone who has developed symptoms. Cleaning the affected area with available cleaning products, followed by disinfection after someone with symptoms has left will reduce the risk of passing the infection on to other people.

You do not need to tell other pupils and parents that a child has been sent home with COVID-19 symptoms.

Test , Trace, Protect

To be used in conjunction with New School Day Guidance – Section 8

Anyone who exhibits any symptoms associated with COVID-19 should not attend school. All symptomatic pupils and staff are expected to follow the advice and obtain a test for COVID-19.

Where an individual has had a negative result and everyone with symptoms who was tested in their household receive a negative result, the pupil or member of staff can return to school providing they are well enough and have not had a fever for 48 hours.

Anyone who tests positive will be contacted by the Contact Tracing Service in the Public Health Agency, and will need to share information about their recent interactions. This could include household members, people with whom you have been in direct contact, or been within 2 metres for more than 15 minutes.

All household members should follow PHA isolation guidance which currently requires everyone in the household to stay at home.

- If you have symptoms of coronavirus or a positive test, you will need to stay at home for at least 10 days.
- If you live with someone who has symptoms or a positive test, you will need to stay at home for 14 days from the day the first person in the home started having symptoms.
- However, if you develop symptoms during this 14-day period, you will need to self-check in accordance with Test and Trace guidance and stay at home for 10 days from the day your symptoms started (regardless of what day you are on in the original 14-day period).
- 10 days after your symptoms started, if you do not have a high temperature, you do not need to continue to self-isolate. If you still have a high temperature, keep self-isolating until your temperature returns to normal. You do not need to self-isolate if you just have a cough after 10 days, as a cough can last for several weeks after the infection has gone.
- If you have symptoms and live with someone who is 70 or over, has a long-term condition, is pregnant or has a weakened immune system, try to find somewhere else they can stay for the 14-day isolation period.
- It is likely that people living within a household will infect each other or be infected already. Staying at home for 14 days will greatly reduce the overall amount of infection the household could pass on to others in the community.

PHA guidance under the Test and Trace and Protect programme will be applied for all staff or pupils in contact with someone who tests positive for COVID-19. Test and Trace staff will contact anyone with a positive test and trace their contacts over the previous 48 hours seeking information on where that individual has been in contact with someone for 15 minutes or more and less than 2 m social distance. Isolation guidance will then be provided that is context specific and may result in friendship groups, regular contacts and potentially an entire class or 'bubble' being instructed to self-isolate at home.

Should a COVID-19 confirmed case occur, the EA cleaning service should be notified. Enhanced cleaning should be carried out within any classroom in which an individual who has developed COVID-19 has been to minimise risk of the spread of the virus. This should be clearly communicated to staff, parents and pupils to provide assurance that the environment is safe.

Pupils and staff can return to school when they have completed the necessary period of isolation as advised by the Test, Trace and Protect service. This will help contain any potential transmission to those staff/pupils and will also assist in protecting the wider community.

Executive Summary: The Basics of a “New School Day”

Schools have expressed concerns about the sheer number and complexity of considerations relevant to the delivery of safe schooling. This section of this guidance paper is intended as a high-level summary of how a new school day might be structured and schools are invited to read this paper in its entirety, together with all prevailing guidance on the virus and its management. It is not intended to deliver all of the answers schools are seeking, nor is it offered as a “tick-box check-list.”

New School Day
<ul style="list-style-type: none"> Start of term is 24 August 2020 for Primary 7, Year 12 and Year 14 and all vulnerable children, with all other children and young people to return to school week commencing 31 August 2020.
<ul style="list-style-type: none"> Pupils must not attend school if they display any symptoms of the virus.
<ul style="list-style-type: none"> Staggered arrival and pick up times may be introduced to limit interactions and avoid gatherings at the school gates.
<p>Social Distancing</p> <ul style="list-style-type: none"> All Schools: <ul style="list-style-type: none"> Strict social distancing requirements for all pupils will be relaxed but remain in place between adults at 2m and, as far as is practicable between pupils and adults. As far as is practicable, social distancing at 2m should be maintained for both children and adults who are not from the same household. Protective bubbles will be used as a key mitigating action for those in Primary schools and years 8-10 in Post-primary schools. For pupils in Years 11 -14 social distancing should be adhered to as far as is possible with limited interactions between different year groups. Where non-teaching staff support SEN or vulnerable pupils, consistently remaining with an individual pupil or a class, these adults should be viewed as part of the protective bubble and social distancing may be relaxed. For younger pupils, whilst not a requirement, social distancing should be encouraged and facilitated where practicable as part of other mitigating measures.
<ul style="list-style-type: none"> Use of Protective ‘Bubbles’ and increased hygiene measures will be introduced throughout the school as a means to mitigate the risk of virus transmission.

- Where pupils cannot be in school for all or part of the time, a ‘blended learning’ approach will be implemented. Whilst a blended approach is a useful and vital contingency arrangement, it is not optimal as it means reduced face to face teaching time.