



Crisis Management Policy

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Review Date: July 2025

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This policy will describe the Safa British School plan for dealing with emergencies and crises that might arise in the school.

The following list is not exhaustive, but covers situations in which this plan might need to be put into action:

- 1) Death of a pupil or a member of staff;
- 2) Destruction of part of the school;
- 3) Violence or assault in the school;
- 4) Hostage situation;
- 5) Travel accident involving pupils;
- 6) Natural disaster in the community;
- 7) Death or injury on school journeys or residential visits;
- 8) Civil disturbance or terrorism;
- 9) Abuse or potential abuse or threatening behaviour towards a pupil outside school.

The school will ensure that the School Critical Incident and Emergency Management Plan (SCIEMP) is regularly reviewed and updated for changes (at least annually). The current SCIEMP is attached to this policy for reference. To ensure that the plan is readily accessible in the event of an emergency, copies shall be distributed as follows:

- Through the SCR

The responsibility for the review and implementation of the Crisis Management Policy belongs to the Health and Safety Committee members.

Appendix 1

Critical Incident and Emergency Plan

Task	Responsibility	Data Required	Completed
Contact emergency services as required	Staff and Principal		
Inform all staff members	PLT/SLT	Current staff list with contact details	
Inform next of kin if appropriate	Principal	Staff or pupil emergency contact lists	
Set up emergency helpline and keep notes of all incoming calls	PLT/SLT	Access to Safa Community School telephone line or mobile phone	
Write script of facts and answers to likely questions	PLT/SLT		
Inform all parents and reunite children with parents if appropriate	School administration team	List of pupil contact numbers. Scripted answers to questions.	
Maintain a record of all those who have been informed	School Administrator		
Publish a list of useful phone numbers	School Administrator		
Inform all pupils	Principal/Heads of School		
Make plans for funeral			

attendance if applicable	Principal		
Communicate with media if applicable	Principal	Scripted responses to questions	
Engage outside agencies for pastoral or medical support if appropriate	Principal/ Heads of School	List of addresses and telephone numbers of agencies	
Record crisis experience in pupils' records	Principal/ Heads of School		
Debrief staff and pupils involved	PLT/SLT	List of those involved with contact numbers	
Identify high risk pupils and staff and need for individual or group treatment	PLT/SLT		

- Useful contacts list
- Alternative telephone line
- Staff and pupil emergency contact numbers

Appendix 2

Guidelines for coping in the event of school emergencies and crises at Safa British School.

Introduction

Whilst large-scale disasters are rare, there are many other small-scale traumas, happening with greater frequency, which may affect our school. Regardless of the size of the incident, the distress caused to the individuals concerned can be equally devastating.

No-one can predict when a disaster will occur but thinking ahead and planning will not make such an event happen. Forward planning can, and will, help a school to cope better after an incident and will help reduce the distress of staff and pupils.

The following are examples of the crises that might arise:

In School: death of pupil or member of staff through natural causes as illness; a traffic accident involving a pupil or member of staff; a school fire or site accident.

Out of School: deaths or bad injuries on school journeys; tragedies involving many children that are broadcast on TV and Social Media.

All such events when they occur are likely to affect children's sleep and concentration, and therefore their social and academic performance at school. This is known as post-traumatic stress disorder.

These symptoms may go on only for a short time or may last for a considerable length of time depending on the individual involved.

Children may re-experience or have flash backs of the trauma. They may try and avoid thinking about the experience resulting in not talking or expressing their feelings to parents and peers. Children may think differently about their future and re-think their values. They may in certain instances suffer survivor guilt. In children heightened anxiety and arousal may appear, resulting in concentration difficulties, sleep disturbance, clinginess to parents, memory loss, heightened alertness to danger, fears related to their trauma, depression and irritability, bereavement reactions, anxiety and panic.

Infants and even younger children may well show many kinds of regressive or anti-social behaviour.

Staff who have been involved in tragic accidents or bereavement will also suffer reactions. They may not know how and when to talk about their trauma. They should avoid burdening children and seek help from family, friends and colleagues.

Those most likely to be affected are:

- those who were at greatest risk;
- those who witnessed death and carnage;
- those who come from unstable family relationships;
- children who are less able intellectually;

Safa British School Critical Incident and Management Plan

TASKS WHEN A CRISIS OCCURS:

Provide accurate information - all factual information should be relayed as and when it is known. Delay and uncertainty breeds rumour and distress.

Provide for an emergency telephone line which is not the school's main phone line e.g. Safa Community School or a mobile so that the school can proceed with necessary business while also dealing with incoming calls.

Deal with enquiries by bringing into school those families of the individuals involved. Those answering the phone should keep notes.

Keep an up-to-date list of pupils' next of kin - this can be found on isams.

Informing parents is a very important issue made more complex in case of a large scale crisis. Contact can be made through email, Teams and class SeeSaw.

- Messages must be passed on sensitively and may need to be scripted.
- A record needs to be kept of those who have been informed by the school administration team.
- Suggest to distressed parents that friends, neighbours or relatives should be contacted.
- Offer useful phone numbers e.g. the hospitals.
- Where appropriate give contact numbers of other families involved in the crisis.

Deal with the media by protecting children, parents and those staff involved in the crisis. No staff involved directly in the crisis should deal with the families involved.

All staff should be informed as quickly as possible. A small team, PLT/SLT, should manage the crisis.

All pupils may need to be informed simply and calmly. This is best done in class groups so that questions can be easily asked and dealt with. Use only facts and do not speculate. Do not try to answer questions to which at the time factual answers cannot be given.

Short term action.

Children & Parents - If a crisis happens outside school ensure the safety of all the children, obtain first aid or other appropriate medical aid, then inform the school. Parents should then be informed immediately by the Principal.

Children must be re-united with their families as soon as is practicably possible. In some circumstances it may be preferable for parents to go to their children.

Staff - support should be organised from within the school, in whatever fashion those requiring support find most helpful.

The School Counsellor, Outside professionals and agencies will be able to support the work of the school when dealing with the aftermath of a crisis.

Encouraging pupils to talk: Initially adults should listen to children who need to talk about a trauma however disruptive it may seem to be in class.

If a child wishes to unburden him/herself to a member of staff close contact should be maintained with the parents. Staff should observe and listen rather than dominate such sessions.

Children may also wish to express their distress through their work and although they may become distressed staff should be aware this is also a healing process.

Helping a class or school come to terms with a crisis:

Pupils not involved in the crisis may need educating about the reactions peers may be feeling. Expressions of sympathy are not sufficient.

If children are recovering at home or in hospital then support from school of many kinds can be encouraged. Debriefing Meeting: can be arranged and led by an experienced and skilled person from outside the school. These meetings can -

- Clarify what happened.
- Allow for a sharing of reactions.
- Reassure the participants that such reactions are not abnormal.
- Mobilise resources.

After the initial feelings of numbness and shock caused by a crisis it is important to make sense of what happened. Sharing what happened is important in the healing process. Separate debriefings can be given for staff directly involved.

Expressing sympathy to those who have been hurt or bereaved is vital.

Medium term action.

Other tasks arise after the initial problems have been dealt with. Helping children back into school life:

- The class teacher visiting at home or hospital.
- Considering part-time attendance and deciding on a suitable curriculum within a realistic time span.
- Checking on worries about being away for a long time and meeting other children again.
- Setting up a sanctuary arrangement if the child gets upset.
- Talking about what is happening in school including reactions to the crisis.
- Ensuring appropriate support in teaching methods and staff support (in the case of serious injury).

Attendance at funerals.

The current consensus among mental health professionals is that most children (and adults) come to terms with their grief more quickly if they say farewell formally. Whenever possible, survivors should be encouraged and enabled to attend funerals of those who died, and the parents of those who died should be encouraged to allow it.

Special assemblies and memorial services.

In addition to funerals that families may choose to be private, schools may wish to mark the event with a special assembly or a memorial service. Discussion could be held with staff, governors, parents, pupils and the local community on what form this should take and who should be involved. Planning the ceremony often becomes an important therapeutic act in itself.

For many who have been affected by a major incident, a memorial service acts as a way of acknowledging that it is now over. Even so, many staff and pupils may be upset during the service and this needs to be considered in planning, for example, where it is to be held and if access should be given to the media. Some schools have planted special gardens in memory of pupils or staff members; others have installed seats in the playground in their memory or have commissioned sculptures or paintings.

Keeping families informed.

Remember to keep families informed. Information sheets for families can be useful. The information could include:

- who has been called in to advise staff and pupils.
- how parents can have access to help.
- whom to make contact with if they are worried about their child's progress.

Continued monitoring of children's progress.

By now staff and parents should know the person to whom any concerns about a child should be reported. Pupils too should be clear about whom to talk to. Some staff will be meeting regularly, occasionally with an outside consultant, and part of the agenda should be to keep children under review. Records should be kept and children referred as necessary. It should be made clear that records held in the schools are open to inspection by parents and older pupils. Guidelines should be established on how to maintain contact with parents: for example, a short letter home might draw attention to the progress made by pupils in their return to 'normality'.

Longer term planning.

Any crisis experience should be recorded in the school's individual pupil records so that new staff are aware and briefed on the methods being used for continuous support.

Anniversaries should be marked by commemoration of some kind taking into consideration the views of the families of those being commemorated.

Members of the school may be involved in legal processes as a result of a crisis - the school must be aware and keep records.

As time passes the story of a crisis can change - the school should be aware of this and be ready if necessary with the original emotional support.

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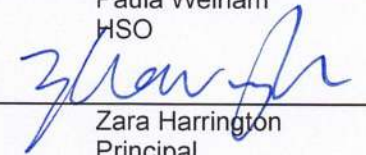
Next Review Date July 2026

Reviewed by:



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Zara Harrington
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