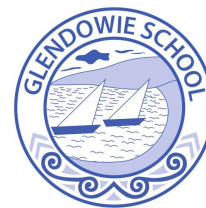


Glendowie Primary School

CRISIS MANAGEMENT PROCEDURE

Reviewed 31/07/2020



RATIONALE:

- Crises can happen any time and can be a once-in-a-lifetime happening or may never happen. Preparation for these unexpected and tragic events is necessary and it is beneficial when planning takes place well in advance.

PURPOSES

- To develop a plan for unexpected and tragic events, thereby assisting individuals to cope with the psychological aftermath of a traumatic event.
- To understand what to do in cases of self harm, which can be a serious event and could lead to a tragic event
- To ensure that procedures are in place so that staff are able to function effectively in a crisis.
- To provide support for students and families affected by a crisis.
- To recognise that the responsibility for the implementation of the Traumatic Incident Response Plan and the post-vention counselling programme must remain with the school. (The Prevention, Recognition and Management of Young People at Risk of Suicide. M.O.E. 1999).

GUIDELINES

- Immediate response to traumatic events is required (i.e. within the first 24 hours).
- The response teams formed for a specific crisis event, may include school staff, Board of Trustees members, students, local community members, psychologists and support agency members.
- The Principal or Acting Principal will make the decision to implement the crisis management team.
- The crisis team will refer to its Crisis Management Manual to support these procedures
- The Crisis Team will use the excellent resources of the [Preventing & Responding to Suicide Resource Kit \(MOE\)](#) especially using the tools (pages 10-24).
- The school will provide a crisis management plan. It will:
 - a. Be implemented at times of crisis. The crisis may involve death e.g. suicide, accident, misadventure, or illness, other crisis situations like fire or other situations which may impact on the emotional well being of the school.
 - b. Be flexible enough to respond to a wide variety of crisis situations.
 - c. Establish a crisis management team which can be functional immediately after a recognised crisis occurs.
 - d. Identify helping professionals and community figures from outside the school to be called in as required.
 - e. Be reviewed regularly.
- Any staff dealing with the crisis, will be informed of cultural perspectives and given culturally appropriate information to assist them in dealing with trauma situations.

Self Harm Procedure

Following an incident of identified self-harm, or where a student's behaviour has changed recently e.g. spending more time on their own, wearing clothes that obscure body parts, preoccupation with media or stories around self harm.

1. Conduct a risk assessment

One of our senior management team or SENCO/ LSC will conduct a risk assessment

- Determine why the young person is self-injuring.
- Determine if they have suicidal intent.
- Determine what response is needed (This will allow us to identify the next step).

2. Get Professional Support

- The school may decide to contact the health nurse, the RTLB, the crisis response team, the Kari Centre to complete a risk assessment.
- Ideally a risk assessment needs to be done by a mental health professional or someone in the school environment who has the skills and training to work with youth who self-injure, both upon initial discovery of self-harm and on an ongoing basis. We recognise that the student will then get the help of someone who does have the skills.

3. Provide support for the student

- Whether a young person intends to suicide or not, self-harming expresses strong emotional distress and the need for support.
- Ask the student if they would like to talk about what is going on for them
- The most appropriate person (often the person the disclosure was first made to)
- Speak with the child calmly, kindly, with empathy, dispassionately but with curiosity (not to overreact).

4. Inform Parent - Ascertain Home Environment First.

- The school will try and ascertain what the role of the home environment is before informing the parents.
- The trust between the student and the person they have disclosed to needs also to be protected. However the parent is the legal guardian and as a school we would advise the parents unless there was strong reason not to e.g. the child will self harm if we tell the parent or the child is self harming as a result of what is happening at home.
- We will see advice from a professional as to the requirement or our expectation to advise the parent or legal guardian.
- We also need to ensure that the child will be safe e.g. over the weekend or that night etc. This may be done with the support or advice from the:
 - **Crisis Response Team 0272577193 or the**
 - **Traumatic Incident team 0800 848326**

5. Support Friends & Peers

- We need to support the friends and peers of a student who self harm around coping behaviours rather than a focus on self harm. (we should avoid discussions where possible on how the person has self harmed"

Legislative Reference:

Health & Safety in Employment Act 1992 — Section 16.

Health Act 1956

Education Act 1989 — Section 77, 75 (details Page 6 Prevention, Recognition and Management of Young People at Risk of Suicide).

Definition

Self-harm is the direct, deliberate act of hurting or injuring your body, without necessarily wanting to die. Teachers and school staff can support students who are self-harming by understanding and learning about possible steps to prevent or reduce its occurrence.

Resource. “Understanding what to do if students self-harm” Education Gazette volume 97, number 18