

GUIDANCE AND COUNSELLING UNIT, MINISTRY OF EDUCATION AND YOUTH

GUIDELINES FOR DEVELOPING A

CRITICAL INCIDENT MANAGEMENT PLAN



**FOR A SAFE
SCHOOL ENVIRONMENT**

2007

Guidelines for Developing a Critical Incident Management Plan for a Safe School Environment

Credits

Ministry of Education
Caenwood Centre
37 Arnold Road
Kingston 4

Guidelines for Developing a Critical Incident Management Plan for a Safe School Environment © Ministry of Education 2007. This edition published in 2007.

All rights reserved. No part of this publication may be reproduced in any form, including photocopying or storing it in any medium by electronic means and whether or not transiently or incidentally to some other use of this publication, without the written permission of the copyright holder, except in accordance with the provisions of Jamaica's Copyright Act 1993. Application for the copyright owner's written permission to reproduce any part of this publication should be addressed to:

The Permanent Secretary
Ministry of Education
2 – 4 National Heroes Circle
Kingston 4

Acknowledgements

Written with contributions from:

Dr Monica Holness, Assistant Chief Education Officer, Guidance and Counselling Unit.

Mrs Antoinette Brooks, Senior Education Officer, Guidance and Counselling Unit.

Miss Olive Gallimore, Education Officer, Region 5.

Dr Deloris Brissett, former ACEO, Guidance and Counselling Unit.

Mrs Janilee Abrikian, General Manager, Peace and Love in Society (PALS).

Miss Racquel McCarthy.

Editing by Dr. Monica Holness and Mrs. Janilee Abrikian.

Additional editing, design and layout by Media Services Unit, Ministry of Education, Caenwood Centre, 37 Arnold Road, Kingston 4.

Printed and bound in Jamaica by Expedite Printers.

Table of Contents

Acknowledgement	14
Foreword	15
Message from Chief Education Officer	16
INTRODUCTION	
Background	17
Purposes of the Manual	17
SECTION ONE: UNDERSTANDING CRITICAL INCIDENTS	
What is a Critical Incident?	20
Critical Incident Life Cycle	23
Phase One: Onset Phase	23
Phase Two: Incident Management Phase	23
Phase Three: Incident Conclusion Phase	23
SECTION TWO: THE CRITICAL INCIDENT MANAGEMENT PLAN	
What is a Critical Incident Management Plan?	25
Purposes of the Plan	25
Priorities of the Plan	25
Features of a Management Plan	25
Steps in Developing and Executing the Plan	26
SECTION THREE: THE CRITICAL INCIDENT MANAGEMENT TEAM	
Establishing a Critical Incident Management Team	28
Essential Procedures for the CIMT	28
Pre-planning Action	28

Immediate Action	28
Follow-up Action	29
Roles and Responsibilities of the CIMT	30

SECTION FOUR: PLANNING FOR CRITICAL INCIDENT MANAGEMENT RESPONSE

Critical Incident Response Chart	33
Emergency Codes	34
Regional Trauma Response Team	35
Debriefing and Counselling	35
Managing the Media	36
Evacuation Procedures	36
Timeline for Recovery	38
Within 24 hours	38
Within 24-47 hours	38
Within 7-30 days	38
Integration of Community Emergency Responses in Crises	39
Law Enforcement – General Responsibilities	39
Fire Services – General Responsibilities	39
Emergency Services – General Responsibilities	39
Training for CIMT Members	40

SECTION FIVE: PREVENTIVE RESPONSE STRATEGIES

Creating a Safe School Environment	43
Preventative Strategies	43
Strategies for supporting individuals within the school setting	43

Strategies for providing small group support in schools	44
Peer Mediation	44
Mentoring Programme	44
Development and Training	45
Participatory Development	45
Assessment: Formative and Summative Evaluation of the Overall Plan	45
Curriculum Implementation	46
Strategies to enhance the physical environment	46
 SECTION SIX: INTERVENTIVE RESPONSE STRATEGIES	
Interventive Response Strategies	49
Crime and Violence	49
Incident: Student Fight	49
Potential Outcomes	49
Pre-plan Action	49
Immediate Action	50
Follow-up Action	50
Incident: Staff-Student Fight	51
Potential Outcomes	51
Pre-plan Action	51
Immediate Action	51
Follow-up Action	51

Incident: Gang Activity	53
Potential Outcomes	53
Pre-plan Action	53
Immediate Action	54
Follow-up Action	54
Incident: Gang Feud in the Community	55
Potential Outcomes	55
Pre-plan Action	55
Immediate Action	55
Follow-up Action	55
Incident: Gang Feud at School	57
Potential Outcomes	57
Pre-plan Action	57
Immediate Action	57
Follow-up Action	57
Incident: Shootings	58
Potential Outcomes	58
Pre-plan Action	58
Immediate Action	58
Follow-up Action	58
Incident: Gunshots on the School Compound	59
Potential Outcomes	59
Pre-plan Action	59
Immediate Action	57
Follow-up Action	60

Incident: Gunshots in the Community	61
Potential Outcomes	61
Pre-plan Action	61
Immediate Action	61
Follow-up Action	62
Incident: Drive-by Shooting	63
Potential Outcomes	63
Pre-plan Action	63
Immediate Action	63
Follow-up Action	64
Incident: Intruders(s) on School Compound	65
Potential Outcomes	65
Pre-plan Action	65
Immediate Action	65
Follow-up Action	66
Incident: Vandalism/Criminal Mischief	67
Potential Outcomes	67
Pre-plan Action	67
Immediate Action	67
Follow-up Action	67

Incident: Hold Ups	68
Potential Outcomes	68
Pre-plan Action	68
Immediate Action	68
Follow-up Action	68
Incident: Possession and Use of Drugs	70
Potential Outcomes	70
Pre-plan Action	70
Immediate Action	70
Follow-up Action	70
Incident: Drug Overdose	72
Potential Outcomes	72
Pre-plan Action	72
Immediate Action	72
Follow-up Action	73
Incident: Rape	74
Potential Outcomes	74
Pre-plan Action	74
Immediate Action	74
Battery	74
Important Facts	74
Follow-up Action	75

Incident: Bomb Threats	76
Potential Outcomes	76
Pre-plan Action	76
Immediate Action	76
Follow-up Action	76
Incident: Kidnapping	77
Potential Outcomes	77
Pre-plan Action	77
Immediate Action	77
Follow-up Action	78
Incident: Suicide	79
Potential Outcomes	79
Pre-plan Action	79
Immediate Action	79
Follow-up Action	79
Incident: Suicide Threat	80
Potential Outcomes	80
Pre-plan Action	80
Immediate Action	80
Follow-up Action	81

Incident: Suicide Attempt	82
Potential Outcomes	82
Pre-plan Action	82
Immediate Action	82
Follow-up Action	83
Incident: Death or Homicide	84
Potential Outcomes	84
Pre-plan Action	84
Immediate Action	84
Follow-up Action	84
Incident: Suspected Child Abuse	86
Potential Outcomes	86
Pre-plan Action	86
Immediate Action	86
Follow-up Action	86
Incident: Unauthorised Removal of Student	88
Potential Outcomes	88
Pre-plan Action	88
Immediate Action	88
Follow-up Action	89

Incident: Fire	90
Potential Outcomes	90
Pre-plan Action	90
Immediate Action	90
Follow-up Action	90
Incident: Utility Failure	92
Potential Outcomes	92
Pre-plan Action	92
Immediate Action	92
Follow-up Action	92
Incident: Contamination of Food or Water	93
Potential Outcomes	93
Pre-plan Action	93
Immediate Action	93
Follow-up Action	94
Incident: Structural Failure/Collapse of Building	95
Potential Outcomes	95
Pre-plan Action	95
Immediate Action	95
Follow-up Action	95

Incident: Adverse Weather Conditions	96
Potential Outcomes	96
Pre-plan Action	96
Immediate Action	96
Follow-up Action	96
Incident: Storm or Hurricane	97
Pre-plan Action	97
Immediate Action	97
Follow-up Action	97
Incident: Flooding	98
Potential Outcomes	98
Pre-plan Action	98
Immediate Action	98
Follow-up Action	98
Incident: Earthquake	99
Potential Outcomes	99
Pre-plan Action	99
Immediate Action	99
Follow-up Action	99
Incident: Traffic Accidents	100
Potential Outcomes	100
Pre-plan Action	100
Immediate Action	100
Follow-up Action	101

SECTION SEVEN: FORMS FOR MANAGING THE PROCESS

Appendix A: Crisis Response Plan Checklist	103
Appendix B: Crisis Response Kit	104
Appendix C: School Evacuation Plan Form	105
Appendix D: Victim Information Sheet	106
Appendix E: School and Ministry of Education Contacts	107
Appendix F: Community Emergency Contacts	108
Appendix G: Sample Media Notice	109
Appendix H: Critical Incident Register	110
Appendix I: Critical Incident Report Form	111
Appendix J: Critical Incident Summary Report Form	114
Appendix K: Sample Letter to Parents Regarding a Critical Incident	115
Bibliography	116

Acknowledgements

The Guidance and Counselling Unit acknowledges all those who have made valuable input in the production of the *Guidelines for Developing a Critical Incident Management Plan for a Safe School Environment*. The references accessed and the sharing of best practices provided invaluable guidance to the process. We continue to listen to and learn from the experiences of those in the field as we evaluate and implement the guide, making it more relevant to today's realities.

Special mention must be made of the tri-partite collaboration of the Guidance and Counselling Unit, Ministry of Education; the Safe Schools Programme, Ministry of National Security; and Peace and Love in Society (PALS), for completing this project.

Foreword

In recognition of the United Nations Convention on the Rights of the Child, the Ministry of Education intends to help schools foster and maintain a safe school environment for students and other school personnel. In this regard, the Ministry in collaboration with the Safe Schools Programme (SSP), and Peace and Love in Society (PALS), has provided a set of guidelines for developing a safe school environment to include the management of critical incidents.

The notion of a 'safe school' must emphasize both *Preventive* and *Interventive* strategies, which will ensure that measures are put in place to prevent the onset of traumatic incidents, as well as to effectively treat with them, once they have occurred.

The *preventive* strategies must invariably target the total teaching-learning experience, that is, the interaction between the human element (the teacher and the learner), the curricula and the physical school environment. The social and emotional climate within the school must, therefore, provide a safe haven which will facilitate student learning.

At the same time, the *interventive* strategies must include the provision of a pre-planned set of protocols to help the schools deal with crisis situations. These should also give procedures that outline key actions to be implemented in responding to these critical incidents. Where a school anticipates a major critical incident and have made plans to manage the response, then the actual event will be handled effectively. Therefore, a crisis-response plan is a key component of a school's overall safety plan, and should of necessity provide policies and procedures for generating compliant behaviours among students and staff.

A wide range of factors among schools does not make it possible or desirable to recommend one standard pattern for the implementation of a Critical Incident Management Plan (CIMP). Factors such as enrolment figures, geographic location of schools, accessibility of services and competent personnel will vary, hence the need for individualised programmes. However, there will be similarities in some critical components of the plan. Principals, as chief accountable officers, have ultimate responsibility for putting plans in place for identifying possible crises, preparing for and responding to them in a timely manner.

Therefore, this document should, therefore, be used as a guide and should allow for creativity in adaptation to the needs of individual institution.

Dr. Monica Holness – Guidance and Counselling Unit, Ministry of Education

Lt. Col. Oral Khan – Safe School Project (SSP)

Mrs. Janilee Abrikian – Peace and Love in Society (PALS)

Message from Chief Education Officer

The effective management of critical physical and psychosocial incidents in schools is assuming major importance today. The frequency and severity of some of these incidents, and sometimes inordinate length of time taken to address them, result many times in protracted trauma, unnecessary pain and suffering and subsequently higher financial costs. If guidelines are available to manage the critical incidents in terms of response time, communication and sourcing of appropriate services, many of the consequences might be avoided or be significantly mitigated. Guidelines that address the issues of prevention are of paramount importance and are indispensable to promote safe and secure schools.

In this context I would like to commend the Guidance and Counselling Unit of our Ministry, the Safe Schools Programme (SSP), Ministry of National Security, and Peace and Love in Society (PALS), for producing a set of *Guidelines for Developing a Critical Incident Management Plan for Creating a Safe School Environment*. These guidelines, which promote practical problems solutions, should go a far way in reducing the number of incidents and furthermore in to mitigating their effects.

I persuade all concerned to follow the guidelines and heed the injunction **‘prevention is better than cure.’**

Mr. Jasper Lawrence
Chief Education Officer
February 2007

Introduction

Background

Violence and aggression continue to be the major causes of trauma within some schools, as a small, yet significant number of students become involved in gang rivalry; drug trafficking, drug use, drug abuse and fights, sometimes with deadly weapons. These incidents usually result in violent acts that are sometimes fatal, affecting the entire school community and causing major disruptions. Sometimes too, trauma results from unplanned events and accidents happening in and around the school compound.

In the late 90's, the Guidance & Counselling Unit designed and carried out a Violence Frequency Survey, as well as monitored the use of a critical incident register in 250 schools across the island. The results of these two initiatives pointed to the fact that the critical incidents were on the rise and thus required a multidisciplinary approach in addressing them. As a result, strategies were employed to lessen the impact of these incidents on the school community. These strategies included training workshops for guidance counsellors and other school personnel, the development of multi-disciplinary critical incident management team at the school level, and trauma response teams within the regions.

The Ministry of Education continues to collaborate with government agencies as well as non-governmental organisations in implementing school-based initiatives aimed at developing a peaceful and safe school environment. Current peace initiatives being implemented in schools islandwide include the Change from Within Programme, the Pathways to Peace Programme, Peace and Love in Society (PALS), and the Safe Schools Programme.

Purpose of the Manual

The purpose of the Guidelines for Developing a Critical Incidents Management Plan for a Safe School Environment is to help schools:

1. Foster and create a safe school climate.
2. Manage crises effectively by use of a predetermined plan of action.
3. Take swift action in the event of a critical incident.
4. Minimise panic and confusion by preparing guidelines that will ensure safety and security.
5. Establish and maintain a critical incident management team.

Guided by this manual, the school community will be able to respond appropriately to critical incidents. Such responses will require both preventive and interventive approaches for addressing the issue at hand.

The manual is divided into seven major sections:

1. Understanding Critical Incidents
2. The Critical Incident Management Plan
3. The Critical Incident Management Team
4. Planning for Critical Incident Management Response
5. Preventive Response Strategies
6. Interventive Response Strategies
7. Forms for Managing the Critical Incident Process.

Section One: Understanding Critical Incidents

What is a Critical Incident?

From time to time, schools have to respond to critical incidents as part of their interventive approaches in dealing with the management of crises. According to the Federal Occupational Health (FOH), a critical incident is:

- **“A traumatic event that has sufficient power to overwhelm an individual’s ability to cope”**. The individual is placed under considerable physical and psychological pressures.
- It is also defined as **“any situation that causes unusually strong emotional reactions (psychological or physical) and has the potential to interfere with the ability of the affected persons to function at home, school or work.”**

Within the school setting, an incident could be considered critical where the result is likely to cause serious disruption to the running of the school or where there is likely to be significant public and/or media attention on the school.

A crisis can be described as follows:

- *Sudden crises* — An immediate and unforeseen eventuality.
- *Smoldering crisis* — An ongoing, festering situation, which usually begins small and then gets larger or more complex with time.
- *Bizarre crisis* — An unusual unexpected event that does not fit into either of the above.

A critical incident can result from:

- An intentional, willful act,
- An unintentional act, or
- An act of nature.

An intentional, willful act is usually a violent incident directed toward an individual or individuals, as seen in:

- An assault on staff or student(s).
- A gang feud at school or among community members.
- A hold-up by a criminal element on the school compound.

- Rape
- Extortion activity on the school compound
- Murder
- Suicide
- A break-in and vandalism
- Kidnapping
- A bomb threat.

An unintentional act which could result in critical incidents at school include:

- A road accident involving a student or a member of staff
- Drowning
- Fire or explosion, e.g., in a laboratory
- Accidental death of a student or a member of staff
- Death by natural causes
- A civil disturbance.

An act of nature which could result in critical incidents include:

- A flood
- A hurricane
- An earthquake
- A tsunami
- A tornado.

Places within the school environs where critical incidents are likely to happen include:

- The playing field
- The canteen
- The bathroom
- Classroom or laboratory with limited supervision
- Secluded corners, areas surrounded by trees or other buildings.

The effects of a critical incident on an individual are often very traumatic and can cause serious disruption to the daily operation of the schools. The impact on the schools' operations can include illness, absence, low morale among staff, poor performance and

noticeable behaviour changes in students, as well as gradual deterioration in the overall functioning of the school.

In times of crisis schools will need to respond immediately to prevent or minimise the possibility of further negative impact on the school's culture and climate. Irrespective of the nature of the crisis, compassion and sensitivity will be necessary to support those who are mostly affected. The school's critical incident plan must be designed to address the trauma associated with the occurrence of such disruptive incidents.

Critical Incident Life Cycle

A critical incident has a life cycle. Such an incident could become a perennial occurrence if the necessary steps to minimise its regularity are not prudently implemented. If properly managed, the impact of a critical incident on lives and properties will be reduced. Although the 'life cycle' principle is better known in the construction industry it can be applied to the management of critical incidents in schools.

The life cycle of a critical incident has three (3) phases:

Phase One: Onset Phase

In this phase, the school recognises that there is a crisis and the response plan is initiated by the team leader. This person could be the principal or his/her designate.

Phase Two: Incident Management Phase

In this phase the incident is contained and the team focuses on providing counselling and assistance to the affected person or persons.

Phase Three: Incident Conclusion Phase

This stage brings closure to the incident and to the management of the incident by the critical incident management team. Before this is done, however, a debriefing session is held. This stage provides an opportunity to review and evaluate the plan.

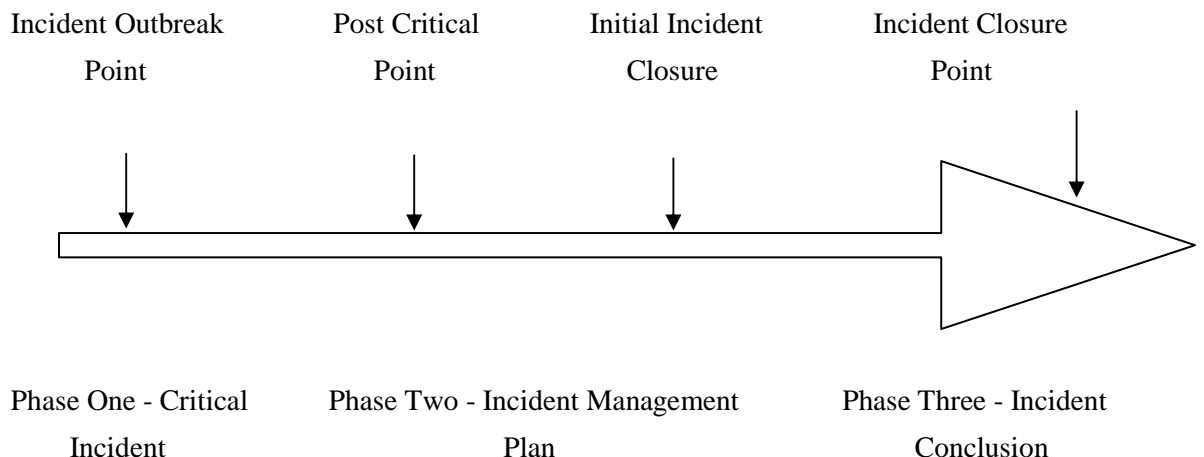


Figure 1: Critical Incident Life Cycle

Section Two: The Critical Incident Management Plan (CIMP)

What is a Critical Incident Management Plan (CIMP)?

A Critical Incident Management Plan (CIMP), is a proactive and direct way of planning for and managing critical incidents. A school-based plan also includes a realistic and periodic assessment of the school's facilities, complemented by effective decision making, in order to achieve the desired level of safety. The plan should indicate specific tasks to be implemented once a crisis is in force.

Purposes of the Plan

The purpose of a co-ordinated response to critical incidents is to provide:

1. A rapid response to critical incidents at school;
2. A systematic approach to critical incidents among the critical incident management team members;
3. A system for evaluating the school's response to critical incidents;
4. Improved management of information by the school during a crisis.

Priorities of the Plan

The priorities of an operational CIMP are to:

1. Protect human life/minimise personal injury;
2. Prevent/minimise physical damage;
3. Restore normality.

Features of a Management Plan

Desirable features of a workable management plan should include:

- Provision of access to support services.
- Development of evacuation procedures.
- Periodic practice of evacuation plan.
- Assigning of duties to school staff.
- Ensuring that staff and students are familiar with emergency warnings.
- Provision of assistance to students with Special Needs.

- Being prepared to give response to the media.
- Making contact with critical service providers.
- Informing critical stakeholders.

The best critical management plan is one that is:

- Written
- Simple
- Disseminated
- Tested, and
- Revised.

Steps in Developing and Executing the Plan

In preparation for the developing and executing a CIMP, the following should be done:

- Review the school's mission and how the CIMP fits into this mission.
- Assess the strengths and weaknesses of the institution in responding to critical incidents.
- Identify institutional needs.
- Identify the available resources.
- Initiate discussions aimed at getting buy-in from parents, students and other key stakeholders for implementing the school's CIMP.
- Establish a critical incident management team.
- Provide training for the team.
- Customize the critical incident management response plan as the is implemented and reviewed.
- Sensitise staff and other stakeholders as to how the plan works.
- Conduct and simulation exercises.
- Establish monitoring and evaluation procedures.
- Establish reporting systems.

Section Three: The Critical Incident Management Team (CIMT)

Establishing a Critical Incident Management Team (CIMT)

A critical incident management team, should be established in every school and should consist of seven to 10 persons, depending on the size of the school population. The purpose of the CIMT is to assist the principal (the responsible officer) in managing the response to critical incidents at the school. One member should be appointed team leader.

Members of the team should include the principal, senior teachers, guidance counselor(s), school nurse, a member of the administrative staff, student, parent, security personnel, and possibly one member of the wider school community. It is important to include reserves should any member of the team be unavailable when required.

This team will be the first unit called upon to act during a critical incident.

Essential Procedures for the CIMT

When a critical incident occurs, the CIMP is activated:

Pre-planning Action

- Have Crisis Response and School Safety Checklist completed. This should be done at the beginning and ending of the school year.
- Train CIMT in emergency procedures.
- Familiarise the entire school community about emergency procedures.
- Conduct drills occasionally for the entire school.
- Conduct CIMT meetings as is required for development and execution of the plan. The CIMT should decide on a meeting schedule.
- Post evacuation signs showing evacuation routes.

Immediate Action

- Once a critical incident occurs, activate the CIMT.
- Assess the situation.
- Gather factual information.
- Intervene appropriately to minimise injury.
- Attend to those injured.
- Have those injured or in distress taken away.

Follow-up Action

- Contact the chairman of the school board.
- Contact the Regional Education Authorities (REA), and activate the regional Trauma Response Team.
- Assess the need for support and counselling.
- Organise debriefing sessions and agencies to assist.
- Manage access to the scene by media, by students, by staff and parents.
- Provide media briefing, if necessary.
- Provide students, staff members and parents with appropriate, accurate and updated information regarding the event.
- Provide post-trauma counselling, if necessary.
- Restore normality in the shortest possible time.
- Complete and submit reports.

The duties of the CIMT should include the following:

- Assessing the situation.
- Prioritising emergency action.
- Managing and directing activities.
- Deploying resources.
- Informing all students, and staff of planned procedures to be implemented.
- Co-coordinating external assistance as appropriate.

Roles and Responsibilities of the CIMT

The roles and responsibilities of team members are as follows:

1. Team leader (principal or his/her designate):

This person assumes ultimate responsibility for all school-based decisions. He/she will be initially concerned with emergency notification and co-ordination of subordinate activities as well as accountability of students. The team leader will keep an incident log of the actions taken.

2. Staff co-ordinator (vice principal):

This individual will carry out the orders of the coordinator and will liaise with the teachers and support staff. This person is also the deputy team leader.

3. Perimeter co-ordinator (senior teacher):

Controls access onto and off the school compound; directs emergency services, school transportation, and assists with all security issues.

4. Transport co-ordinator (senior teacher / other teacher / office staff):

This person should have a reliable vehicle and should possibly be a travelling officer. This person will also liaise with the perimeter co-ordinator regarding emergency vehicles to enter and exit the compound. He/she will direct emergency transportation.

5. Physical plan co-ordinator (caretaker/teacher):

Locks or unlocks gates to support security or evacuation needs; helps direct emergency services to crucial areas.

6. Parent co-ordinator (senior teacher):

Handles parent contacts; refers parents to school's spokesperson and mass media; establishes where students can be picked up.

7. Mass media co-ordinator (senior teacher):

Minimises rumours and conflicting reports; spokes person who gives public statements.

8. Victims co-ordinator (guidance counsellor):

The member of the team who manages all emotional crises that are likely to occur, and minimises the trauma that students and teachers are likely to experience.

9. Medical emergency co-ordinator (school nurse):

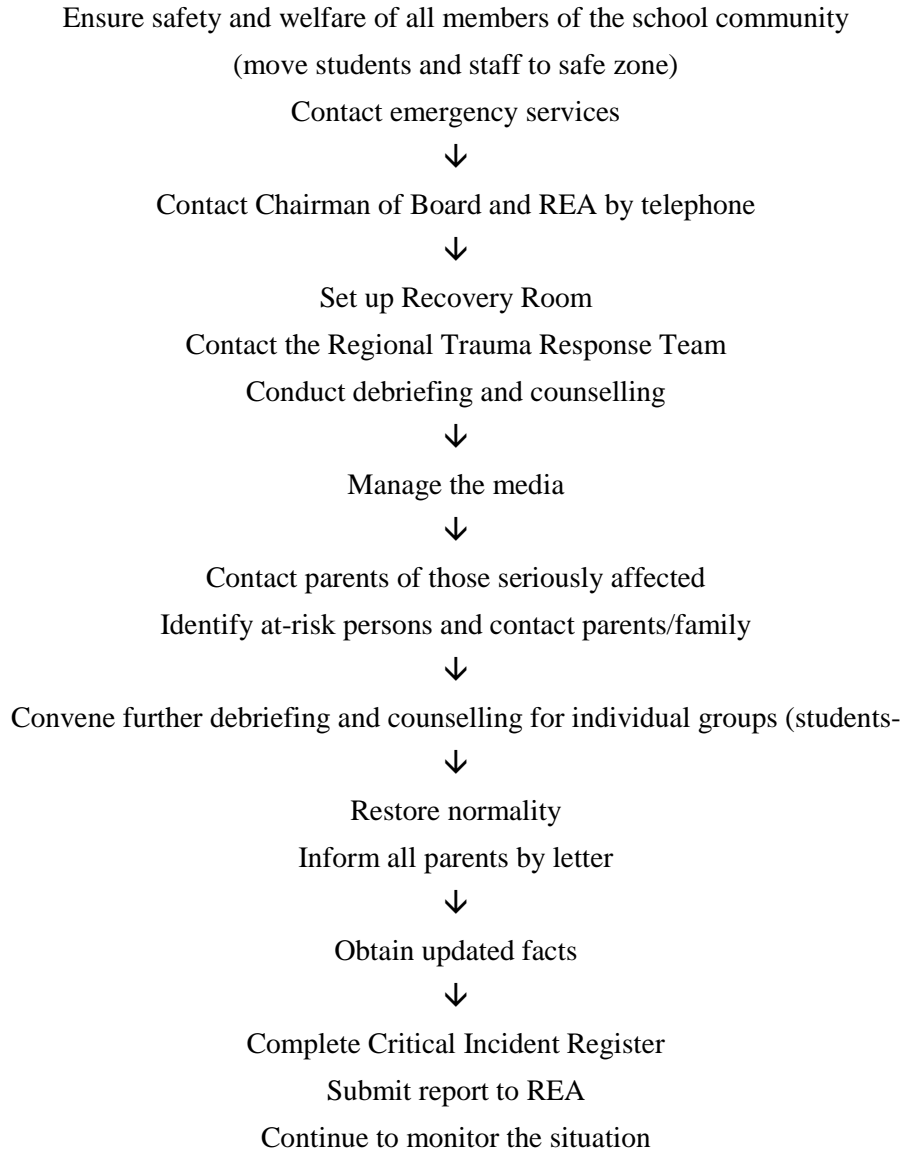
Provides first aid to the injured. Seeks help from emergency medical services.

Teachers are primarily responsible for student control, evacuation and accountability of students as well as implementing instructions of higher authority.

Section Four: Planning for Critical Incident Management Response

Critical Incident Response Chart

The diagram below can be quite useful in engaging the CIMT:



Emergency Codes

Staff and students should be familiar with emergency signals, which may include a bell or tone signal. Schools must formulate signals that would signify a full lock down, a lock down, an evacuation and an all-clear.

Examples of Signals:

- Full lock down: One long and three short tones or rings of the bell
- Lockdown: Two long and three short tones or rings of the bell.
- Evacuation: Two long tones or rings of the bell
- All clear: Three long tones or rings of the bell.

A full lock down means that there is to be no movement except by the police or emergency service personnel.

A lockdown means movement only by CIMT members and other authorized persons.

An evacuation means that everyone leaves the building according to evacuation routes or according to other instructions that might be given by the CIMT coordinator or his designate.

The all clear means that everyone returns to classes.

Students who are in physical education (P.E.) class or other outside classes during a full lockdown should move on the nearest site off the school compound.

Physical Education teachers and other personnel who normally conduct classes outside should have communication devices that allow them to be in touch with the office.

If an emergency code is sounded during class transitions, students should move to the nearest classroom. If the door is locked, they should move to the nearest main entrance.

Regional Trauma Response Team

Schools can call upon the Regional Trauma Response Team in time of crisis. This team will respond within 24 hours of the incident and will assist by:

- Providing stress debriefing.
- Facilitating the grief process for those affected.
- Providing media briefing if necessary.
- Providing follow-up support and school visits.
- Supporting and giving advice to parents.
- Assisting in the restoration of normalcy.
- Providing post-trauma counselling for those involved.
- Following-up on the writing of reports and the evaluation of the response to the incident.

Debriefing and Counselling

It will be necessary to provide emergency debriefing and counselling for both staff and students. This should be an integral part of the management plan. The process of debriefing should help members to understand the critical incident and its implications and to manage the information in order to help the school return to normality. The Regional Education Office's trauma response team works in collaboration with the school's critical incident management team in conducting these sessions. The exercise should enable individuals to process the incident and manage their own reactions.

Those individuals in need of further counselling should be identified and strategies put in place to facilitate this in the shortest possible time. Access to qualified personnel is integral to the success of this support during the post-traumatic period and will determine the level of impact the incident will have on the school community. It is necessary that the school has an understanding of:

- How different incidents affect individuals and the school community.
- Different types of trauma and how to minimise their effect.
- The best ways to provide support to those in need.
- Self-management strategies that will facilitate recovery.

Managing the Media

Critical incidents are unique and require specific skills in addressing each situation. To ensure a positive and supportive response from the media it is necessary to ensure that a structured approach to managing the media is included in the management plan. It will be necessary to have a designated team member responsible for the media response. This mass media co-ordinator on the CIMT is the media spokesperson. This person might be the principal or his/her nominee who will respond to initial media enquiries. All enquiries should be channelled through this individual who should relate to journalists in a positive but friendly manner. If there is any doubt regarding management of media, help can be sought from the communications manager of the Ministry of Education.

Evacuation Procedures

In the event that evacuation is necessary, the following guidelines should be followed:

- Identify several evacuation routes and assembly points, including a location away from the school.
- Post evacuation routes in select areas, such as the school office, canteen, and classrooms.
- Conduct evacuation drills regularly, ensuring that at least one is done within the first two weeks of school.
- Notify emergency services as is necessary.
- Activate the CIMT.
- Class rosters must be retrieved by teachers.
- Ensure that students leave the buildings. It must also be borne in mind that evacuation can also be from the outside to the inside, e.g. from the playing field to the classroom.
- Be mindful that partial evacuation may be appropriate in some instances.
- Check to ensure that students have left all classrooms.
- Close the classroom doors, but leave them unlocked.
- Teachers must proceed with their classes to the designated holding area.
- Order must be maintained.
- Roll calls must be taken.
All students must be accounted for and this information given to the CIMT.
- All staff must be accounted for.

- Teachers must remain with their classes until clearance is given that it is safe to return to classes.
- Arrangements must be made for contacting parents to let them know where their children have been evacuated to and that they are safe.

Timeline for Recovery

The successful management of critical incidents is dependent on the school taking appropriate actions and providing the necessary support during and after the incident.

Schools need to be mindful of the following timeliness for recovery and the activities that need to be undertaken to effect recovery.

Within 24 hours:

- Ensure safety of students and staff;
- Contact relevant authority, emergency services;
- Gather the facts;
- Manage the media;
- Keep staff and parents informed;
- Arrange for and execute debriefing for all relevant persons in specified areas;
- Arrange recovery room.

Within 24-72 hours:

- Provide opportunities for staff and students to talk about the incident;
- Provide support to staff and students;
- Arrange counselling as necessary;
- Keep parents informed;
- Restore normalcy as soon as possible.

Within seven-30 days:

- Continue to monitor the situation;
- Identify behavioural changes and possible post-traumatic stress behaviour, referring individuals if necessary, to appropriate service providers for intervention;
- Monitor physical and mental health of all stakeholders;
- If the critical incident involved death, facilitate discussion of the welfare of affected students or staff;
- Access resource personnel where necessary.

Integration of Community Emergency Responses in Crises

The school principal as chief accountable officer of the school plant has the responsibility to quickly assess the nature of the school crisis and together with the CIMT, decide on and inform the primary responders to the particular school crisis, e.g., the regional office, law enforcement, fire services, and emergency services.

In general, the entity that assumes overall supervision of the incident will depend on the type of incident. Generally, supervision is as follows:

- Fire – Fire services
- Hurricane – Office of Disaster Preparedness and Emergency Management
- Earthquake – Office of Disaster Preparedness and Emergency Management
- Bomb threat – Law enforcement
- Intruder(s) – School personnel, unless person is non-compliant or dangerous
- Hazardous materials – Fire services.

Law Enforcement — General Responsibilities

- Establishing a perimeter around the incident scene.
- Protecting of crime/incident scene and personnel.
- Facilitating the movement of personnel, vehicles and equipment.
- Carrying out a criminal investigation.

Fire Services — General Responsibilities

- Controlling and extinguishing conflagrations.
- Investigating spills of hazardous materials.

Emergency Services — General Responsibilities

- Casualty operations.
- Emergency evacuation.
- Hospital service.

Training for CIMT Members

Training suggestions for CIMT members should include the following: managing crisis; managing grief and loss; legal issues; self-care; community referrals and prevention programmes. Areas to be included in the training include:

Managing crisis:

- Before it happens;
- When it happens;
- Post-crisis follow-up;
- Delegating responsibilities;
- Reviewing policies and procedures.

Primary contacts: police, regional response trauma team other associated agencies.

Managing grief and loss:

- Stage of grief;
- Suicide intervention and prevention;
- Aftermath;
- Debriefing.

Legal issues:

- Confidentiality;
- Negligence;
- Liability.

Primary contact: MOE regional office, legal services.

- Taking care of the caretakers;
- Helping staff manage the crisis;
- Self-care for CIMT members.

Primary contact: MOE, psychological services, clergy, private counsellors.

Community referrals:

- Where to go for help;
- Establishing referral system;
- Maintaining community connections.

Primary contact: psychological services, clergy, private counsellors mental health referral services.

Prevention programmes:

- Crisis manual;
- Conflict resolution and violence-prevention programmes;
- Peer mediation; drug-prevention programmes.
- Drug prevention programmes.

Primary contact: MOE, PALS, Dispute Resolution Foundation, RISE.

Additional training should include:

- Search techniques for weapons and suspicious objects. The training can be conducted by the police.
- Physical restraint techniques can be conducted by the police.
- First Aid can be done by the school nurse or the Red Cross.
- Gang prevention interventions can be conducted by the police.

Section Five: Preventive Response Strategies

Creating a Safe School Environment

Students' social, emotional, academic and physical developments are interwoven with safety and order. The current toxic climate in some schools is symptomatic of the situations in the wider society. Creating a safe climate at school is, therefore, critical for students to develop and make maximum use of the educational opportunities offered. The need to be safe is a fundamental human right. The school's physical facilities as well as its planned programmes must cater to promoting the safety of individuals within the school environment. The response to creating a safe school environment must, therefore, be preventive as well as interventive.

Preventive Strategies

Preventive strategies are proactive and usually long term. They aim to modify and change behaviour over time. These are engrained in the culture of the institution. Such strategies must focus on *(a) the individuals within the school setting, (b) the curricular activities being implemented, and (c) the physical environment in which these interactions are carried out.*

Strategies for Supporting Individuals within the School Setting should:

1. Focus on students' achievement.
2. Involve families/parents and communities in positive ways.
3. Help students feel safe to express their feelings.
4. Foster a culture of respect.
5. Eliminate physical, emotional and verbal abuse.
6. Provide equal opportunities for all, irrespective of social class, gender or ethnic groupings.
7. Empower students with increased pro-social competencies.
8. Engage students in school affairs.
9. Provide opportunities for personal development and training.
10. Provide for the training of school personnel in the management of change.
11. Facilitate the establishment of staff support groups.
12. Facilitate effective communication at all levels.
13. Facilitate problem identification and problem solving.
14. Ensure effective management practices.

Strategies for Providing Small-group Support in Schools include:

Peer Mediation

Mediation is an essential skill that can alleviate minor disputes among students, and must be encouraged as a way of life. The mediation process is based on:

- Effective communication
- Confidentiality
- The identification of the underlying cause of the conflict
- The development of techniques for defusing anger
- The exercise of self-control
- The use of selective and neutral language.

Mentoring Programme

Mentorship programmes help meet student needs particularly where students come from households which are without an adult or where parents are absent.

They provide positive role models and opportunities for students to experience life-changing influences. Mentors can be identified within the school, for example, the head girl/boy, past students, teachers, and parents. Suitable persons can also be identified from the community.

Mentors should be persons who:

- To whom students look up, talk with, and whose support they can count on.
- Who possess positive self-esteem.
- Who show understanding, and are good listeners.
- Who demonstrate care and concern.
- To whom students can relate.
- Who can offer encouragement.
- Who can cope with challenges;
- Who can solve problems.
- Who are dependable.

The mentoring programme developed within the school should assist students by:

- Providing opportunities for advice and counselling.
- Identifying and linking students with youth friendly programmes.
- Helping students to work out a personal plan of action.
- Providing access to reading programmes and homework facilities.
- Promoting personal growth, academic achievement and career development.

Development and Training

Appropriate training for students and staff is important in transforming school into a peaceful and safe place in which teaching and learning can take place. Thus annual ongoing in-service training of school personnel is very important. Schools will identify their training needs and seek to incorporate participatory strategies in the delivery of the training.

Participatory Development

Achieving the goal of creating and maintaining a safe school climate will necessitate a partnership of school, home and community. The schools' CIMP programme by necessity must be extended to the family and community. This will allow for the reinforcement of the principles and skills of non-violence education as part of everyday life. Students will also help adults to acknowledge the negative impact violence in the community has upon their life chances and long-term mental health. School and community can form valuable partnerships through the PTA, community based groups and community policing.

Assessment: Formative and Summative Evaluation of the Overall Plan

Research has shown that a properly executed plan can serve to unite school, staff and community for a common purpose and is the first step in a prevention programme. A needs assessment will help the school determine its priority needs, and determine available resources.

The needs assessment should help to determine the following:

- The extent to which conflicts/violence interferes with teaching and learning.
- The number and nature of conflicts.
- Perception of school climate and safety at school plant and surroundings.
- The type of conflicts that are student-student, or staff-student.
- The effectiveness of disciplinary procedures.
- Existing attitudes and practices that will facilitate/hinder programme implementation.
- People who can provide training and skills in conflict resolution/staff development.

Curriculum Implementation

The school's curriculum offering should provide all students with the opportunity to gain life-skills which will help them respond positively to conflict. Through the guidance and counselling programme, the students should gain the opportunity to develop and demonstrate respect for life, conflict management skills, and acquire a better understanding of human rights issues, and what it means to be a good citizen.

Programmes and activities which will enhance the school's effort to create and maintain a safe school include:

1. Guidance and Counselling services provided for all students.
2. After-school extra curricula activities.
3. Include components of citizenship and character development.
4. Include peer education and mentorship programmes.
5. Parent-teachers' association activities.

Lessons should employ a variety of strategies, such as: role play, interviews, brainstorming, research, problem-solving skills.

Strategies to Enhance the Physical School Environment

The following are strategies that will enhance the physical environment:

- Provide guidance in developing and managing a School Safety Plan.
- Encourage beautification projects, such as landscaping, and establishment of flower Garden.
- Erect colourful murals at strategic points.
- Place garbage receptacles at strategic locations.
- Limit exit and entrances to school compound.
- Supervise access to buildings and school grounds.
- Adjust schedule to minimise the time students spent in the corridors.
- Conduct regular safety checks.
- Reduce class and school size.

The physical condition of the school environment affects psychologically on students' attitude, behaviour and motivation to achieve. Research indicates that there tends to be more incidents of fighting and violence in school areas that are dirty, too hot, and in need of general repair.

Section Six: Interventive Response Strategies

Interventive Response Strategies

Interventive response strategies provide general guidelines for responding to specific critical incidents that occur at school. These include:

Crime and Violence

Incident: Student Fight

Fighting, between student and student; member of staff and student; with or without weapons.

Potential Outcomes

Physical injury or death.

Pre-plan Action

- Establish and maintain zero tolerance of fights within the school setting.
- Create a culture of respect.
- Establish and maintain zero tolerance of violent play within the school setting.
- Conduct frequent, spontaneous searches among students for weapons or other instruments that could become weapons.
- Confiscate all tools that could become instrument
- Ensure that adequate resources are in place.
- Ensure adequate supervision of classrooms and other areas where students congregate.
- Avoid promoting any form of idleness on the school compound.
- Do annual review of the school rules by members of staff, students and parents.
- Implement a violence prevention programme, with special emphasis on conflict resolution and anger management strategies.
- Establish a student-assistance and welfare programme for needy students.

Immediate Action

- Assess the situation.
- Notify the principal
- If necessary, call the police
- Activate the CIMT.
- Remove students who are not involved in the incident.
- Try to de-escalate the situation verbally.
- Allow the CIMT to apply physical restraint if it is safe to do so.
- Remove any instrument that could be used to cause harm.
- Isolate students and allow a cooling-down period.
- Take injured to the nurses office /hospital.
- Provide counselling services for affected persons.

Follow-up Action

- Convene meeting of CIMT in order to debrief the handling of the incident.
- Set up special meetings with parents, students and teachers.
- Remind students and parents about school rules in regard to fighting.
- Determine disciplinary (suspension) or legal action to be taken.
- Provide counselling services and or PASS intervention, as is necessary.
- Communicate to relevant stakeholders.
- Traumatized individual(s) should be seen by school counsellor or other competent service provider.
- Negotiate the signing of a student contract to target specific improvement in behaviour.
- Assess the need for staff training for this kind of situation.
- Document the incident and submit report to MOE.

Incident: Staff-Student Fight

Potential Outcomes

Physical injury or death.

Pre-plan Action

- Establish and maintain zero tolerance for fights within the school setting.
- Create a culture of respect.
- Establish and maintain zero tolerance for violent play within the school setting.
- Conduct frequent, spontaneous searches among students for weapons or other instruments that could become weapons.
- Confiscate all tools that could become instruments for inflicting wounds.
- Do annual review of school rules.
- Implement a violence prevention programme, for teachers and students, students and parents.

Immediate Action

- Alert CIMT.
- CIMT to intervene. If this fails, contact the police or other security personnel.
- Try to de-escalate the situation verbally.
- Students to leave the class in an orderly fashion and convene in a safe area.
- Allow the CIMT to apply physical restraint if it appears safe to do so.
- Remove any instrument that could be used to cause harm.
- Isolate member of staff and student and allow a cooling-down period.
- Seek medical attention for the injured persons.

Follow-up Action

- Convene a meeting of the CIMT in-order to debrief the handling of the incident.
- Determine appropriate disciplinary or legal actions to be taken, in accordance to policies and regulations.
- Communicate with relevant stakeholders.
- Traumatized individuals should be seen by school counsellor or other service provider.

- Document the incident by completing appropriate Forms for the school and for the MoE.
- Assess the need for additional staff intervention.

Incident: Gang Activity

Potential Outcomes

Gross indiscipline and manifestation of anti-social behaviours.

Pre-plan Action

- Ensure that the CIMT is trained in gang-prevention strategies.
- Identify groups – students hanging out together regularly.
- Share all information about suspected gangs, existing gangs and their activities with the police.
- Ensure that the school compound is adequately supervised.
- All visitors to the school compound must be identified with a visitor's ID.
- Question suspected gang members; warn them of the school's policy regarding consequences for persons involved in gangs.
- Pay attention to other students who indicate that gangs are in schools and investigate every rumour.
- Notify the parents or guardians of all students suspected to be involved in gang activity.
- Establish and enforce zero-tolerance policies toward gangs.
- Ensure that parents and students know school policy and consequences regarding gangs and gang activity.
- Carry out random searches of classrooms and lockers for weapons and other contraband.
- If gangs exist within the school environment, attempts should be made to discover how the gangs are funded and to whom they might be linked externally.
- Develop and enforce dress codes that ban gang-related and gang-style clothing.
- Provide appropriate educational programmes.
- Promote and establish crime-prevention programmes.
- Develop anonymous reporting systems that allow students to share crime-related information.
- Establish a suggestion box.

- Restrict symbolic expression of gang affiliation.

Immediate Action

- Assess the situation.
- If deemed necessary, effect a lockdown of sensitive areas of the facility.
- Activate the CIMT.
- Identify students involved.
- Isolate these students from the rest of the student body.
- Gather information from the students involved.
- Do not allow bystanders.
- Identify the gang leader or leaders, if necessary call the police.
- Search students as allowed by the law or school policy.
- Inform parents or guardians.

Follow-up Action

- Issue press release, if necessary.
- Document the incident. Complete the appropriate forms, file, as well as send on to the Ministry of Education.
- Assess whether there is need for any staff training for this kind of situation.
- Notify parents as appropriate.
- Debrief with the CIMT.
- Have students seen by service providers.
- Resume normality once the situation has been diffused.
- Take appropriate disciplinary action.

Incident: Gang Feud in the Community

Potential Outcomes

Caught in crossfire; being grazed by gunshots; violent assault on student or staff.

Pre-plan Action

If you observe less of their activity (especially when they are fighting) you are less likely to be targeted for harm and labelled an “informer.”

Ensure that students and staff know boundary lines of the community.

Immediate Action

- Run in the opposite direction.
- Get flat if shots are being fired.
- Try not to cross imaginary boundary lines.
- If machetes or knives are in play run in the opposite direction or lie low.
- If stones are being thrown, stoop.
- Seek shelter.
- If using a cell phone to inform the police, do so discretely. It is best to do so when you are not out of the area and secure.

Follow-up Action

- Determine what happened and who were the persons involved. This can be done through networking with the community development council and the police.
- CIMT to assess how long the gang feud might continue.
- Classes to be suspended until further notice if it is determined that the feud will continue for some time.
- Release information to PTA representatives as well as the media after consultation with the regional office, Ministry of Education, regarding the suspension of classes.
- Use the media to inform the students when school will be reopened. Try to stick with one radio station so that the children will be aware of the station that they should listen to.
- Re-entry should only be made to the community when it is declared safe to do so.

- Traumatized persons should receive therapy from the Guidance Counsellors or other persons with technical expertise.
- Document the incident and send report to the MoE.
- Conduct debriefing sessions where necessary.

Incident: Gang Feud at School

Potential Outcomes

Students and other persons caught in crossfire.

Pre-plan Action

Implement disciplinary procedures to curtail gang activity within the school environment.

Immediate Action

- Run in the opposite direction of gang feud.
- Refuse to submit to gang members.
- Scream to get the attention of the other persons in the school community.
- Report attacks immediately to the CIMT.

Follow-up Action

- Seek to identify the gang and its members.
- Implement disciplinary procedures to curtail gang activity within the school environment.
- Determine who the gangs may be linked to and how they are funded.
- Be vigilant re gangs and dismantle the gangs through disciplinary pressure.
- Utilise members from the police force especially from the Community Relations to speak with gang/suspected gang members.
- Provide support group intervention for persons harmed and threatened by members of the gang.
- Refer students to PASS.
- Document the incident and submit report to relevant authorities.

Incident: Shootings

Potential Outcomes

Physical injury or death.

Pre-plan Action

- Search students regularly where there is convincing suspicion, but follow the correct procedure in doing this.
- Negotiate with the police in that area or the Community Relations Department to give regular talks to students that exhibit violent tendencies.
- Establish and maintain zero tolerance of any form of shooting game or fire crackers being taken to schools; follow the rules of the school concerning this matter.
- Post security personnel at strategic points in the school.
- Stay away from the fences and the gate area during school.
- If there are open areas that are not properly fenced or secured, make them out of bounds to the students for security purposes.

Immediate Action

- Searches are best conducted by two or more persons;
- Confiscate and hand over to the police any instrument that looks like a weapon, whether real or home-made.
- Seek medical attention for the injured.
- Initiate disciplinary or legal action.

Follow-up Action

- Seek immediate medical and/or psychological assistance for those affected.
- Refer student to PASS.
- Document the incident and submit report to the relevant authorities.

Incident: Gunshots on the School Compound

Potential Outcomes

Shots grazing student or staff, students or staff being shot, damage to property.

Pre-plan Action

- Search students regularly where there is convincing suspicion, but follow the correct procedure in doing this.
- Negotiate with the police in that area or the Community Relations Department to give regular talks to students that exhibit violent tendencies.
- Establish and maintain zero tolerance of any form of shooting game or fire crackers being taken to schools; follow the rules of the school concerning this matter.
- Post security personnel at strategic points in the school.
- Stay away from the fences and the gate area during school.
- If there are open areas that are not properly fenced or secured, make them out of bounds to the students for security purposes.

Immediate Action

- Lie flat on the ground until all sounds of shots are not longer heard for at least two minutes, irrespective of location.
- Run in opposite direction to where the shots were heard; if in open environment, go to a closed environment.
- See determination of the incident.
- Class monitor and student council representative to monitor the class in teachers' absence.
- If student or staff member is shot, the nurse should respond to this individual, with a view to seek immediate attention.
- Apply pressure to prevent bleeding. Be mindful of the level of the pressure applied, since this could move the bullet and complicate the existing problem.
- Do not give water to the individual, this only hastens the speed that poisoning will occur in the body.
- Avoid crowding of the individual.

Follow-up Action

- Determine where the shots were coming from and the cause.
- Report to be made to the police and further investigations carried out by them.
- CIMT to determine whether it is safe for the persons to remain in the environment.
- CIMT to determine whether classes should be continue or be suspended.
- Information re shooting on school compound to be communicate regional office, to other members of staff, students and parents.
- Lay counsellors and guidance counsellors to administer care to the traumatized persons.

Incident: Gunshots in the Community

Potential Outcomes

Students and staff members being caught in crossfire resulting in slight to serious physical injuries.

Pre-plan Action

- Keep up to date on issues in the community, for example, gang activity.
- Maintain ongoing contact with parents, residents and business establishments in the vicinity of the school compound, to enhance their willingness to co-operate in security matters when requested.
- Ensure that all communication devices at school are operating.
- Conduct an emergency response drill with students and staff periodically.

Immediate Action

- Ensure that all students are on the compound.
- Try to determine by sound if shots have been fired on the school compound or within the vicinity of the school.
- All students are to lie flat on the ground if shots are being fired on the school compound or within the vicinity of the school.
- Cessation of Physical Education or other physical activity if students are in the open.
- If students are in the cafeteria or lunch area, then the emergency bell should be sounded to alert students to go to their classes providing shots are not being fired during this time. If shots are being fired during this time, then students should lie flat wherever they are located.
- Teachers are to make contact with community persons, police officer.
- Assess the security of the environment.
- Based on assessment of the situation, determine whether children are to remain in school or whether they need to be sent home.
- If they have to be sent home, do so when heavy security (police personnel) is in the area, so that the likelihood of them being hurt in transition is significantly reduced. If students are dismissed, encourage them to go straight home and not linger in the environment.
- If firing occurs while they are going home, students should lie flat on the ground. When firing ceases, they should move quickly out of the area. If near to a police station, they should seek refuge there.

Follow-up Action

- Students should stay out of the community until further notice.
- Police officers, liaison officer, along with the community development council to determine the safety of the environment and transmit information to the school's CIMT.
- Information on the details of the events to be transmitted to the PTA and students so that they will be aware of the potential dangers and approach the community with caution.
- Re-entry to the school community to be made when the environment is secure.
- Information to be transmitted through the media to inform the students as to when classes would be resumed.

Counselling for those traumatised to be received from the following:

- Guidance Counsellors.
- Other experts within the field.
- Additional counsellors to be engaged depending on the severity of the cases or trauma experienced.
- Possible changes to be noted and implemented over time.
- Encourage students to listen to the media to hear whether school will be in session the following day.
- Document the incident and report to the relevant authorities.

Incident: Drive-by Shooting

Potential Outcomes

Shots grazing student or staff, student or staff being shot, damage to property.

Pre-plan Action

- Conduct crime-prevention assessment in collaboration with the police.
- Ensure clear lines of sight by removing unnecessary obstacles and trimming vegetation.
- Limit access to the school compound.
- Identify all persons visiting the school compound.
- Ensure that the police have been told of any threats received by the school.
- Familiarize staff on emergency procedures for responding to intruders.
- Ensure that vehicular traffic on the school compound is supervised.
- Ensure that the school's evacuation plan is up to date and viable.
- Promote crime-prevention programmes.

Immediate Action

- Assess the situation.
- Call the police.
- Effect lockdown.
- Have students lie flat on the ground, behind adequate cover or under desks.
- Pay attention to the injured and seek emergency attention.
- Students who are outside of classrooms should be brought inside.
- Instruct the CIMT to carry out their assigned emergency procedures as soon as it is safe to do so.
- Do not allow anyone to leave the classrooms until the police arrive and indicate that it is safe to do so.
- Allow the police to take charge, assisting where necessary.
- If firing occurs while they are going home, students should lie flat on the ground. When firing ceases, they should move quickly out of the area. If near to a police station, they should seek refuge there.

Follow-up Action

- Secure the area.
- Obtain the assistance of the police if necessary in assessing the situation relating to campus safety.
- Provide assistance to injured persons if necessary, by giving first-aid treatment or take the injured to the hospital.
- Ascertain the names of the injured person(s).
- Notify the school community when the compound is once more safe.
- Obtain information from the hospital re the injured.
- Issue media release.
- Prepare letter for parents to be sent home with students.
- Have designated person speak with parents present.
- Provide counselling for students in need.
- Document the incident. Complete the appropriate Forms, and send report to the MOE.
- Assess whether there is need for any staff training for this kind of situation.
- Notify parents and media as appropriate.
- Conduct debriefing to affected persons.

Incident: Intruder(s) on School Compound

Potential Outcomes

Possible destruction to lives and properties.

Pre-plan Action

- Have a manned security post at the school gate.
- Post signs stating that all visitors should report to the office.
- Ensure that the school's perimeter wall is intact.
- Ensure clear lines of sight by removing unnecessary obstacles and trimming vegetation.
- Improve lighting, limit shadows, install convex mirrors in dark or secluded areas.
- Have a single access point or entrance and exit for visitors.
- Minimise the number of entrances to the school.
- Require students to wear picture IDs.
- Issue visitor IDs, which allows for name, destination and time to be noted.
- Encourage staff to be on the alert for visitors on the school compound.
- Familiarise staff on emergency procedures for responding to intruders.
- Promote a crime-prevention programme.
- Ensure that vehicular traffic on the school compound is supervised and practice defensive parking.

Immediate Action

- Assess the situation.
- Greet person and escort him/her to the office in order to obtain a pass.
- Find out what the person's business on the school compound is.
- If the person becomes aggressive and you feel you are at risk, make your way immediately to the nearest facility which provides you with communication to the office.
- Ask the person to leave.
- Activate the CIMT.

- The administrator should respond to the situation either by:
 - Instructing that an immediate lockdown take place
 - Calling the police
 - Monitoring the person until help arrives either in the form of staff or the police.
 - Allow the police to take charge, but assist where necessary.
- Ensure the safety of students and staff.

Follow-up Action

- Assess the situation that occurred.
- Assess campus safety.
- Obtain the assistance of the police if necessary in the assessment of the situation and of campus safety.
- Notify the school community when the compound is once more safe.
- Document the incident. Complete the appropriate Forms and sent to the MOE.
- Assess whether there is need for any staff training or debriefing session for affected individuals.

Incident: Vandalism/Criminal Mischief

Potential Outcomes

Destruction to lives and property.

Pre-plan Action

- School's vandalism policy must include restitution as well as consequences.
- Students must be acquainted with policy governing vandalism.
- Implement safety and security measures at school for lives and property.
- Staff must be vigilant to report any sign of vandalism to school authority.
- Offer educational programmes that address respect for property.
- Promote crime-prevention programmes.

Immediate Action

- Vandalism must be immediately reported to the principal or other appropriate staff member.
- Mobilise CIMT.
- Determine if the act constitutes criminal act and if so, report it to the police. Do not tamper and disrupt the scene, until police arrives.
- Assess the situation and evaluate the damage.
- Keep student away from the scene.
- In the case of graffiti, have it removed immediately.

Follow-up Action

- Carry out appropriate follow-up, e.g. with the police.
- Cooperate with the police in possible investigation.
- Consult school policy governing vandalism and enforce appropriate disciplinary action.
- Determine appropriate restitution.
- Document the incident. Complete the appropriate forms, file as well as send on to the Ministry of Education.
- Debrief incident with appropriate persons.
- Repair damage and to return to basic functioning as soon as possible.

Incident: Hold-ups

Potential Outcomes

Knife cuts or wounds, loss of property, possible death.

Pre-plan Action

- Students should refrain from carrying to school articles that may attract criminals or criminal elements.
- Post security at strategic places within the school environment.
- Streamline lunch time so that upper school and lower school have minimal inter-phasing.
- Encourage students who are not being collected from school by their parents to leave the compound when school-related activities for the day have ended.
- Have a specified holding area for students awaiting pick-up that is manned by either prefects or a member of staff or both.

Immediate Action

- Make alarm, scream and run away.
- Do not attempt to fight back.
- Co-operate and surrender the item demanded.
- If cornered, submit to the robbers quickly.
- Pay as little attention to their deportment as possible.
- If the robbers are armed, be wise.
- Report hold-up on the school compound to the CIMT and/or the police.

Follow-up Action

- Traumatized students and victims to receive counselling from the guidance counsellors.
- CIMT to determine factors that might have encouraged or led to the incident.
- If perpetrators are identified and caught and are members of the school community, they should face immediate disciplinary actions such as suspensions and be warned by police personnel.
- Assess for possible intervention through PASS.

If the perpetrator is an outside individual:

- Try to determine how he/she might have gained access to the school compound.
- Adjust security measures to foster improvement.
- Note times that hold-ups are likely to occur on the school compound.
- Improve security.
- Warn students of the potential dangers and encourage them to walk in groups during the vulnerable times.

Incident: Possession and Use of Drugs

Potential Outcomes

Potential damage to lives and property.

Pre-plan Action

- Ensure that parents and students are aware of school's policy regarding drug possession and drug use.
- Conduct training for staff on the signs of drug ingestion as well as on drug identification.
- Conduct unexpected searches, once there is reasonable doubt.
- Limit access to the school compound.
- Promote prevention education programmes.
- Regularise and monitor vending at the school gate.
- Develop anonymous reporting systems that allow students to share drug related information.

Immediate Action

- Assess the situation. Refer to the M.O.E's policy regarding Drug Use and Abuse.
- Activate the CIMT if necessary.
- Isolate the student involved.
- Allow School Resource Officer to conduct search, if there is reasonable doubt.
- Secure any drug or weapon that is found.
- Find out from the student what the drug is and where it was obtained.
- Turn over drug or weapon to the police.
- If the student is suspected of having ingested the drug, have the student examined by the nurse or other individual trained in first-aid, seek medical attention and notify parent or guardian immediately.
- Check whether there are witnesses and gather information.

Follow-up Action

- Determine if other student(s) are involved.
- Meet with parent or guardian to discuss the matter.

- Determine counselling needs of student(s).
- Take appropriate disciplinary action. Refer student to PASS.
- Follow-up with appropriate actions if incident is determined to be a criminal act.
- Document the incident. Complete the appropriate Forms for school file and the M.O.E.
- Refer to Ministry of Education regulations re substance abuse
- Remind the school community of regulations and consequences.
- Refer student to the PASS.

Incident: Drug Overdose

Potential Outcomes

Unconsciousness or possible death.

Pre-plan Action

- Ensure that CIMT members are trained in first aid. Other personnel can also be trained.
- Ensure that all staff knows who is trained in first aid and CPR.
- Familiarize parents and guardians with school policy governing drugs.
- Have training for staff in recognizing drug ingestion and the identification of drugs.
- Have policy regarding searches.
- Conduct random searches.
- Encourage students to report drug use.

Immediate Action

- Assess the situation.
- Get the school nurse.
- Call the police and emergency services.
- Get a counsellor.
- Have school nurse assess person.
- Activate CIMT if necessary.
- Secure substance used.
- Notify parent or emergency contact.
- Gather information on possible substance used and quantity.
- Provide the police with all information.
- Provide emergency personnel with person's identification information.
- Accompany the person to the hospital if the person is not accompanied by a parent or guardian or emergency contact person.
- Inform all personnel deemed appropriate.
- Provide counselling.

Follow-up Action

- Check on status of person.
- Call staff meeting.
- Meet with parents, guardians, other relevant persons.
- Call student assembly.
- Call meeting with all parents if necessary.
- Provide ongoing counselling if necessary.
- Enforce school policy re drug use and abuse.
- Prepare and send letter home to parents.
- Issue reminder to the school community re drug use and abuse policy.
- Document the incident.
- Complete appropriate Forms, and send to MOE.
- Conduct special counselling with the affected student (s).

Incident: Rape

Potential Outcomes

Assault, rape, battery, multiple rape.

Pre-plan Action

- Males and females students should avoid lonely places.
- Report or make an alarm about any suspicious behaviour that makes you feel uncomfortable.
- Students should be encouraged to maintain zero tolerance of persons who touch them in ways that make them uncomfortable whether in jest or otherwise.
- Students should dress appropriately.
- Students should only accept rides from persons who are assigned to collect them after school.

Immediate Action

- Scream “fire” and run.
- Fight if cornered and scream “fire” at the same time.
- Aim to damage the most delicate area — scrotal sac. Be aggressive and purposeful with this aim.
- If you have a cell phone, dial 119 and leave the line open, scream “fire” and “rape” and describe what’s going on.
- If the rape is occurring, shout “fire” and “rape” at the same time.

Battery

- Be calm, be wise, and be as conscious as possible. Lie as if you are dead — lifeless. Your assailants will become frustrated and leave.
- Try to note specific things about the perpetrators that may help to provide evidence in a court of law.

Important Facts

Victims of rape should not shower until they have been examined by a medical doctor.

Follow-up Action

- Ensure the victim is safe and not at risk of a recurrence.
- If the victim reports the crime weeks later, find out what motivated the victim to report the case at this time.
- Try to restore calm to the victim and remove the victim from anything that would remind the victim of the incident.
- The clothes the victim was wearing at the time of the incident should be safely put away, as evidence. This includes undergarments.
- Rape should be reported to the Centre of Investigation for Sexual Offences.
- Victims of rape need to see professional counsellors and should stay in therapy until the sessions terminated by the therapist.

Incident: Bomb Threats

Potential Outcomes

Bombing, fire death of individuals, demolition of building, no bombing.

Pre-plan Action

- The school community should avoid conflicts with external gangs.
- The school and the community in which it is located should try to maintain an amicable relationship.
- Practice bomb threat drills regularly.
- If there is an active bomb threat, students and staff should desist from using cell phones.
- If threats are repeated within a short time, leave the area vacant for a while.

NB. BOMBING MAY OCCUR WITHOUT WARNING

Immediate Action

- Call the police and bomb squad.
- Assess the situation. All threats should be taken seriously.
- Vacate building orderly and immediately.
- If a suspicious object is found, do not handle it.
- Do not allow cell phones to be used.

Follow-up Action

- Prepare media release.
- Prepare letter to parents.
- Conduct or facilitate appropriate follow-up investigation.
- Conduct debriefing with CIMT.
- Document incident and report to MOE.

Incident: Kidnapping

Potential Outcomes

Carried away, being held hostage for a ransom, beatings and physical damage, torture or death.

Should a kidnapping occur, the police should be informed immediately. All actions that could result in death or physical injury should be avoided and students and staff kept as calm as possible.

Pre-plan Action

- Encourage students to be mindful of strangers on the school compound and to alert the school authorities.
- Students should use the designated holding areas while waiting on their parents or other designated individual to pick them up.
- Students should be clear on who has permission to pick them up and with whom they commute regularly.
- Persons entering and leaving the school compound should state categorically who they are there to see and the department they are going to, especially during the school period. If they fail to provide adequate information concerning who they are going to visit or why they are going to that individual at this time, and how long they plan to stay, they should be denied entry to the school property.
- Maintain zero tolerance of persons that need to visit students during class time.
- Remove all strange persons from the school compound by force if necessary – using security personnel and back-up from the police if needed.
- Parents and other persons who have emergencies which could necessitate the early removal of a child/children from school should follow the standard procedure (school rules). If they are unable to give details of their child's class, class location and class teacher they should be denied entry to the school.
- Children whose parents are separated or are going through a divorce procedure with existing custody problems should notify the school for the child's safety.

Immediate Action

- Alert someone to what is happening.
- If violently threatened during kidnapping while beckoning to someone, continue and be louder and more determined.
- Try to create a scene and escape.
- If you suspect that the kidnapper is working with other accomplices in proximity, scream out what is going on, dial 119, put the speaker on low and leave the line open.

- If not blindfolded, take note of where you are being driven and make a mental note of special places.
- If your kidnapper is friendly and unaware that you have a cell phone, put your telephone on silence and text several persons. Tell them that you have been taken away and ask them to call the police.
- Appear calm to kidnappers, monitor their activities discreetly and escape if the opportunity presents itself.
- Try to keep fairly calm and co-operate if they have you in a secluded place.
- Once weapons are present, do not oppose your kidnappers.

Follow-up Action

- Details of the kidnapping to be investigated by the police.
- Measures to be implemented to improve student safety.
- Information re the improvement of security for students to be communicated to the CIMT, PTA and the other members of staff.
- If raped, apply recovery re rape (See Rape).
- Arrange for psychotherapy to victim to prevent post-traumatic stress disorder.
- Victim should also receive medical treatment from a health care provider.
- Psychotherapy should also be available to the victim's friends, classmates and family members.

Incident: Suicide

Potential Outcomes

Failed suicide attempt, serious injury, including profuse bleeding, death.

Pre-plan Action

- Maintain and encourage zero tolerance of threats of suicide made jokingly or otherwise by students.
- Send all persons that have threatened suicide jokingly to counselling for further intervention.
- Keep a suicide register and ensure that these persons are constantly monitored and receive follow-up intervention.

Immediate Action

- If the student was found by another student or staff member, it should be reported immediately to the guidance counsellor and the principal.
- Remove the student who made the discovery from the other students in order to control the information.
- Prevent overcrowding in the area.
- Make the area immediately out of bounds and control trafficking in the area.
- The student who made the discovery is to receive immediate intervention for shock.
- Keep information re attempted suicide as discreet as possible in order to minimise trauma.
- If the person is dead, call the police. Remember that they are the only ones besides a medical doctor that can pronounce a person dead.
- Do not touch the body or interfere with the surroundings.
- If it is ascertained that the person is still alive call an ambulance immediately and if the person is conscious, try to engage the person in conversation so that he/she does not become unconscious.

Follow-up Action

- CIMT to inform students of the incident.
- Psychotherapy for students that were traumatised to be conducted by guidance counsellor.

Incident: Suicide Threat

Potential Outcomes

Carrying out of the suicide threat, that would cause injury or death.

Pre-plan Action

- Ensure that staff knows that all threats of suicide should be taken seriously.
- Ensure that the school community knows the names of the persons qualified in first-aid and CPR.
- Create a culture in which positive self-esteem is promoted.
- Provide training for staff on recognizing at-risk students, suicide awareness and prevention.
- Provide assistance to at-risk students by placing them in special programmes and ensuring that they get counselling.
- Ensure that the school has an updated list of relevant community services available.

Immediate Action

- Assess the situation.
- Notify the principal immediately.
- Treat the threat as credible.
- Call the police if the student has a weapon or is in any form of danger.
- Activate the CIMT if deemed necessary.
- If possible, search the student. Confiscate anything that could cause harm.
- Instruct staff that once they have notified the principal, that they should focus on keeping the student calm.
- Call parents or guardians. Inform them of actions taken up to that point.
- Do not leave student alone.
- If possible, have the student meet with the counsellor. Try to determine the cause of the student's distress.
- If a note is found, make it available to the mental-health professionals after having dated it and noted the time it was found, as well as the location.
- If the reasons for the student's distress have anything to do with physical or sexual abuse, contact the appropriate agencies or authorities.

- Release the student to parents or guardians only after parents have been thoroughly briefed on the incident and parents give a commitment to seek professional help for the student.
- Convene a staff meeting to relate the facts of the incident.

Follow-up Action

- Before the student's return to school, ensure that student has had counselling and will be getting ongoing counselling.
- Meet with parents and students. Identify ways that the school community can help students.
- Have an assembly and provide relevant facts to the student body. This helps dispel rumours.
- Document the incident. Complete the appropriate Forms for MOE.

Incident: Suicide Attempt

Potential Outcomes

Injury or Death.

Pre-plan Action

- Provide first-aid and CPR training for the CIMT and for other members of staff.
- Ensure that the school community knows the names of the persons qualified in first-aid and CPR.
- Ensure that staff knows that all threats of suicide should be taken seriously.
- Create a culture in which positive self-esteem is promoted.
- Provide training for staff on recognizing at-risk students, suicide awareness and prevention.
- Provide assistance to at-risk students by placing them in special programmes and ensuring that they get counselling.
- Ensure that the school has an updated list of community services in this regard.

Immediate Action

- Assess the situation.
- Notify the principal immediately.
- Call the police.
- Activate the CIMT.
- Make the area immediately out of bounds and control traffic in the area.
- Try to identify the substance that might have been ingested and inform medical personnel as well as the police.
- Take away from the student any item that could be potentially used to harm him/her.
- Get medical help. Try to engage the person in conversation so that he/she does not become unconscious.
- Turn over all contraband substances found to the police.
- Make available to medical and police personnel identification information on student.
- Call parents or guardians.
- Accompany student to the hospital if parents or guardians have not arrived.

- If hospitalisation is not required, provide counselling services which would initially try to determine the reason for the attempt. Act accordingly, e.g. notify appropriate agencies or authorities according to the explanations given by student.
- Locate students who might have witnessed the incident and get information from them.
- Provide the police with information gathered from witnesses.

Follow-up Action

- Before the student's return to school, ensure that student has had counselling and will be getting ongoing counselling.
- Meet with parents and student. Identify ways that the school community can help student.
- Have an assembly and provide relevant facts to student body. This helps dispel rumours.
- Document the incident. Complete the appropriate Forms for MOE.

Incident: Death or Homicide

Potential Outcomes

Traumatized and grieving school family and loved ones.

Pre-plan Action

- Ensure that CIMT members are trained in first aid. Other personnel can also be trained.
- Ensure that all staff knows who is trained in first aid and CPR.
- Have police brief staff on procedures to be followed in the case of death or homicide.

Immediate Action

- Assess the situation.
- Call the police.
- Activate the CIMT and the school nurse when it is safe to do so.
- Do not move the body. Keep the area secure for the police.
- Keep all students away.
- Instruct office staff in how to answer calls.
- Notify parents or guardians of victim and perpetrator.
- Notify parents to pick up their children.
- Engage the CIMT emergency procedures, including the handling of parents, the handling of traffic, the handling of the media.
- Prepare media release.
- Prepare letter for parents.
- Find witnesses; get as much information as possible. Keep them isolated.

Follow-up Action

- Return to normality as soon as possible.
- Call a staff meeting.
- Convene student assembly.
- Provide grief counselling.
- Prepare and send out letter to all parents.

- Keep the media updated.
- Document the incident. Complete all appropriate forms, file, send on to the Ministry of Education.
- Debrief with the CIMT and other appropriate personnel.

Incident: Suspected Child Abuse

Potential Outcomes

Aggressive and withdrawn individuals.

Pre-plan Action

- Brief staff on signs of child abuse.
- Encourage students to report suspected child abuse.
- Post information on support services and hot lines.
- Inform parents in appropriate settings that the school is alert to sexual abuse possibilities.
- Know the law regarding the State's rights to take a child into protective custody.
- Know the law regarding suspected child abuse, neglect and abandonment.
- Have up-to-date contact information on all students.
- Be prepared to contact parents or guardians of the child if appropriate.

Immediate Action

- Assess the situation.
- Call the police if necessary.
- Have the counsellor on standby.
- Contact appropriate children's services.
- Keep the child in a safe place that affords privacy.
- Facilitate personnel from the police or children's services.
- Document various contacts made, e.g. with the police, children's services.

Follow-up Action

- Ensure that the counsellor follows up, providing counselling or by referring the child for counselling.
- Monitor the situation, get updates from the counsellor, be in touch with other parties involved, e.g. children's services.
- Instruct staff to be on the alert for further signs of abuse.
- Meet with the parents or guardians if this is deemed advisable.

- Document the incident. Complete the appropriate forms, file and send on to the Ministry of Education.
- Review incident with appropriate personnel.

Incident: Unauthorised Removal of Student

Potential Outcomes

Undue stress and possible injury to the student

Pre-plan Action

- Conduct crime-prevention assessment in collaboration with police.
- Post signs stating that all visitors should report to the office.
- Post signs that say that visitors are subject to search.
- School's perimeter wall should be intact.
- Get volunteers, e.g. parents or senior citizens to meet visitors and escort them to the office.
- Ensure that volunteers wear identification badges.
- Ensure clear lines of sight by removing unnecessary obstacles and trimming vegetation.
- Ensure that procedures governing the release of a student are consistently observed.
- Establish procedures verifying any changes in the pick up of students.
- Keep a file on students who have non-custodial parents.
- Keep updated files on students who are involved in custody issues.

Immediate Action

- Assess the situation
- Gather all available information on the student.
- Call the police.
- Contact student's parents or guardians.
- Identify witnesses and get statements from them describing the unauthorized person and any other relevant information such as the car that might have been used by the person.
- Brief the staff as to what is happening.
- In the case of graffiti, have it removed immediately.

Follow-up Action

- Assist the police in their investigation
- Review campus safety and introduce improved security measures.
- Convene staff meeting.
- Prepare and send out letter to parents if deemed necessary.
- Document the incident. Complete the appropriate Forms for the MOE.

Incident: Fire

Potential Outcomes

Damage to student and staff; death; destruction of buildings and equipment.

Pre-plan Action

- Take precaution that flammable material or electrical wires are not exposed to cause potential fire.
- Have workable fire extinguishers posted at strategic points.
- Observe fire precaution measures in laboratories.

Immediate Action

- Close windows to prevent the spread of the fire.
- Leave the building immediately.
- Move to the designated safe zone speedily as practised in fire drills.
- Take attendance of students and staff to ensure that all are present and safe.
- Dismiss students.
- Teacher or CIMT member to alert fire brigade.
- In the event that a student is on fire, cover the student with a cloth and roll student on the ground.
- Assist student to get help from the school nurse.
- Nurse to administer first aid and seek ambulance assistance.
- Buildings on fire:
 - If minor, CIMT can attempt to use extinguisher to put out fire.
 - If major fire, leave buildings.
- Avoid going in the area of the fire and damaged buildings even after the fire is put out.

Follow-up Action

- Fire department along with the CIMT to determine which buildings are safe and can be used.
- Unsafe area to be cordoned off and declared out-of-bounds.

- The cause of the fire is to be investigated by the fire department and a report made to the CIMT.
- Communicate the details that led to the fire to the parents as well as the students.
- Persons traumatised by the event are to be seen by the school counsellor or other specialised service provider.

Incident: Utility Failure

Potential Outcomes

Disruption in planned programmes and possible injury to life and property.

Pre-plan Action

- Know the location of all power lines, telephone lines and sewer lines.
- Develop a contingency plan for when there is failure of any of the utilities.
- Have sample letter on file for informing parents and other stakeholders.

Immediate Action

- Assess the situation.
- Contact the police and emergency services if necessary.
- Notify staff and students of the failure.
- Get in touch with appropriate service providers.
- Activate the CIMT if necessary.
- Determine whether classes should be suspended and students dismissed.
- Notify parents if classes are suspended.
- Notify media if deemed appropriate.

Follow-up Action

- Document the incident. Complete appropriate forms, file, send to the Ministry of Education.
- Review situation and make improvements to response mechanisms if necessary.

Incident: Contamination of Food or Water

Potential Outcomes

Medical condition due to ingestion of contaminated food and water.

Pre-plan Action

- Ensure that CIMT members are trained in first aid. Other personnel can also be trained.
- Ensure that all staff knows who is trained in first aid and CPR.
- Ensure that food safety procedures are in place.
- Only authorized persons should handle food.
- Ensure up-to-date inventories of stock.
- Carry out regular health inspections.
- Ensure that there is sufficient supply of water.
- Ensure that there are personnel who are knowledgeable about food poisoning.

Immediate Action

- Assess the situation.
- Call emergency services if necessary.
- Isolate affected person or persons.
- Get medical attention for affected persons from school nurse.
- Contact parents or relatives.
- Activate the CIMT.
- Notify staff about what has happened.
- Ensure that the cafeteria does not dispose of the food until investigation is carried out.
- Determine when it is safe to dismiss school.
- Notify parents as is appropriate.
- Try to determine the cause of the incident.
- Prepare a letter to be sent to parents and the media if deemed appropriate.

Follow-up Action

- Debrief incident.
- Determine what caused the incident to occur.
- Apply corrective measures.
- Call a staff meeting.
- Initiate meeting with staff and parents.
- Document the incident. Complete the appropriate Forms to the MOE.

Incident: Structural Failure/Collapse of Building

Potential Outcomes

Injury or death or damage to property

Pre-plan Action

- Carry out evacuation drills.
- Develop a system to communicate to the school community, the PTA and the MOE any defects in the building that needs urgent attention.
- Initiate appropriate remedial action that is needed.
- Post evacuation routes in prominent places.
- Have current blueprints.
- Ensure that the CIMT, as well as other select personnel, is trained in first aid and CPR.
- Have designated alternative pick-up areas.

Immediate Action

- Assess the situation.
- Call the police and emergency services.
- Activate the CIMT, provide first aid or seek medical attention for the injured.
- Carry out evacuation.
- Account for all staff and students.
- Notify the media and get their assistance in notifying parents re pick-up.
- Instruct office staff regarding information to be given out.

Follow-up Action

- Prevent access to the area, until it is safe to do so.
- Document the incident. Complete appropriate Form for MOE.
- Conduct, debriefing session.

Incident: Adverse Weather Conditions

This includes hurricanes, flooding, tsunami

Potential Outcomes

Natural and climatic events including storms, hurricanes, flooding, earthquakes, and tsunamis can cause extensive damage to property and lives. Some of these events provide no prior warning, but for others the Office of Disaster Preparedness and Emergency Management will issue warnings regarding the extent to which the expected weather event will be affecting the country and specific geographic locations. It is important that instructions are adhered to in order to lessen damage to property and loss of lives.

Pre-plan Action

- Ensure that disaster prevention education is integrated in the school curriculum.
- Conduct regular drills for the students and staff.
- Have emergency numbers posted at strategic point.

Immediate Action

- Activate CIMT.
- Principal should take the necessary action to ensure the safety of students and property.
- Advise the Regional Education Office of decisions taken to dismiss school.
- Dismiss school when it is safe to do so.
- Notify parents that classes will be suspended
- Students should be advised not to attempt to cross fording and gorges that are in spate, and to walk or drive with care on the street.
- Students should not attempt to cross broken or washed away bridges.
- Students should be advised to stay away from fallen power lines and landslides.

Follow-up Action

- Consult the local disaster prepared unit and MOE in order to determine when classes could be resumed.
- Notify parents through the media when classes will resume.
- Implement procedures to return the school to normality.
- Document and submit the relevant report to the MOE.

Incident: Storm or Hurricane

Potential Outcome

Possible damage to life and property; or loss of life.

Pre-plan Action

- Pay attention to news bulletin and act accordingly as the storm or hurricane approaches.
- Keep on hand information gathered from the Office of Disaster Preparedness regarding disaster planning and how the school should respond in the case of an impending hurricane.
- Ensure that the school engages in structured lessons on how to prevent disasters and to lessen their impact.
- Have up-to-date contact numbers for emergency services.
- Have prior plan as to how to secure school and classroom materials, in the event the school is used as a shelter.
- Make keys to the building and premises accessible to the relevant authorities
- The CIMT should ensure the security school property, e.g., windows, doors, gas cylinders etc., before leaving the premises.

Immediate Action

- Assess the situation.
- Monitor the weather conditions.
- Call emergency services if necessary.
- Listen to and act in accordance to bulletin from the ODPEM.
- Determine when it is safe to allow pick-up. Control traffic.

Follow-up Action

- Assess the damage.
- Determine when it is safe to resume classes.
- Convene staff meeting to determine priority issues and the next step.
- Effect repair procedure that can be handled at the school level.
- Complete forms, file, send on to the Ministry of Education.

Incident: Flooding

Potential Outcome

Possible loss of life and damage to property.

Pre-plan Action

- Ensure CIMT members are trained in first aid and CPR.
- Keep first-aid supplies on hand.
- Identify safe places to which staff and students can be relocated.
- Curriculum should address disaster prevention strategies and how to decrease the possibility of flooding.

Immediate Action

- Assess the situation.
- Monitor the weather conditions.
- Call emergency services if necessary.
- Listen to and act in accordance to bulletin from the ODPEM.
- Determine when it is safe to allow pick-up. Control traffic.

Follow-up Action

- Determine when it is safe to resume classes.
- Assess the damage.
- Convene staff meeting to determine priority issues and the next step.
- Effect repair procedure that can be handled at the school level.
- Document the extent of other damages and submit report to the MOE.
- Provide counselling for students who have been traumatised by the event.

Incident: Earthquake

Potential Outcome

Trauma, damage to life and property.

Pre-plan Action

Earthquakes are usually unpredictable. Schools should, however, conduct drills periodically to ensure that the school community can respond appropriately in the case of an event.

Immediate Action

It is advisable that persons should:

- Remain indoors and to take cover under a doorframe, a table, a bench, desk or bed.
- Stay away from windows.
- If outdoors, get away from buildings, high walls, power lines and detached electrical wires.
- When the earthquake tremor has subsided, students should be evacuated.

Follow-up Action

- Activate CIMT.
- Assess damages
- Provide special counselling to traumatized persons.
- Document report and submit to relevant authorities.

Incident: Traffic Accidents

Potential Outcomes

Temporary or permanent physical and emotional damages, death.

Accidents can happen on or off the school compound. It is therefore important that safety precautions be adhered to at all times in order to avoid serious injury to self and or others.

Pre-plan Action

- Corridors and hallways should be free from liquids that would cause accidents.
- Dark areas should be well lit.
- Rails and staircases on the school buildings should be properly secured.. Damaged areas should be identified and repairs effected as soon as possible.
- Simulated exercises in the correct use of staircases, hallways and roadways should be practiced.
- Parent(s) should be encouraged to contribute to accident insurance for their child/ children while they are at school.

Immediate Action

- Activate the CIMT and ensure that the injured receive first aid as soon as possible.
- Evaluate the extent of damage, and seek further medical attention.
- Prevent overcrowding around the inured persons.
- Provide assurance and instruction to other students, to minimise panic.
- Inform the relevant stakeholders.

Rules for using the Hallways/Corridors:

- Do not run along a crowded hallway or corridor.
- Walk briskly on the right-hand side of the hallway, in single file.
- Be careful when walking on slippery or wet surface.
- Carry chairs or desks with the legs pointing towards the ground.
- Do not play in areas where there is human traffic.

Using Staircases:

- Walk in single file along the right-hand side of the stairways.
- Hold on to the rails to maintain balance going up and down staircase.
- Ensure adequate lighting along dark corridors and stairways.

Vehicular Traffic on the School Compound:

- Do not hop onto a moving vehicle in the schoolyard.
- Be on the lookout for delivery trucks and other vehicles entering or leaving the school premises.
- Stay clear of delivery loading areas.

Using the Roadways:

- Obey the traffic warden and traffic lights.
- Know what the pedestrian traffic signals means, and obey them.
- Always walk on the sidewalk.
- When there is no sidewalk, walk on the right-hand side of the road, facing oncoming traffic.
- When walking in a group, walk in single file.
- Do not cross on corners.
- When crossing the road, look up the road, look down the road, look up again, and if the road is clear, walk briskly across.

Follow-up Action

- Accidents must be reported to the police and insurance company within 24 hours.
- Provide emotional and other support to members of the school family involved in an accident.
- Provide special assistance to traumatized individuals.

Section Seven: Forms for Managing the Process

Appendix A

Crisis Response Plan Checklist

This checklist should be completed at the beginning of each school year.

Check the box at each item that has been completed.

- A CIMT is appointed and is active.
- The CIMT has been trained in crisis management.
- Signals for various drills are easily recognised.
- Nursing services are available.
- All staff are instructed in their specific duties during a crisis.
- The school has an official plan for managing a crisis.
- Blueprints of the school are on hand.
- Obstacles to movement have been removed.
- The school is hazard free.
- The fire escape has been checked.
- Fire prevention arrangements have been checked.
- There are procedures for responding quickly to unsafe situations.
- The school is addressing ways to prevent as well as to respond to crisis.
- The school board, teachers, students, parents and community are involved in efforts to keep the school safe.
- Counsellors are available to work with troubled students.
- There is a conflict-resolution module offered in the guidance curriculum in which students participate.
- Students who have concerns about safety received help or are referred to appropriate persons/providers for help.
- Teachers are encouraged to set examples of positive emotional health.
- The school has fair, firm and consistent disciplinary policies.
- Safety is addressed in all aspects of school life — physical education, playground, after-school programmes, the canteen and classroom.

Appendix B

Crisis Response Kit

The kit is a key component of the crisis response plan. The kit contains those items that a principal and other members of the crisis response team would need to have, should the need arise to evacuate the school building. It includes those items that would facilitate control and accountability of students, as well as items needed to control the emergency response.

Principal or the CIMT Leader

- Crisis response plan
- Student list
- Radio
- Cell phone
- Phone book and emergency numbers
- Bullhorn/megaphone
- Building blueprints
- Extra keys
- Area maps with evacuation and staging area marked
- Visitors' list
- Class lists and phone numbers
- Parent permission sign-out slips
- Daily class register
- Parent emergency contact numbers
- First-aid supplies
- Medications
- Blankets
- Student medication list

Appendix C

School Evacuation Plan Form

First Option:

CIMT post _____

Student assembly site _____

Parent site _____

Media site _____

Second Option:

Student assembly site _____

Parent site _____

Media site _____

Third Option:

CIMT post _____

Student assembly site _____

Parent site _____

Media site _____

Appendix E

School and Ministry of Education Contacts

A list of contact telephone numbers should be compiled and regularly updated. It should be displayed in all appropriate places.

Personnel	Phone	Contact Persons
SCHOOL		
Board Chairman		
Principal		
Vice-Principal		
Guidance Counsellor		
School Nurse		
Form Teacher		
MINISTRY OF EDUCATION		
Chief Education Officer		
Guidance and Counselling Unit		
Regional Director		
Regional Guidance Officer		
OTHER		

Appendix F

Community Emergency Contacts

	Phone	Contact Persons
EMERGENCY		
Police		
Fire Services		
Hospital		
Red Cross		
St. John's Ambulance Brigade		
Office of Disaster Preparedness		
PSYCHOLOGICAL SERVICES		
University of the West Indies		
Victim Support Unit		
Church		
OTHER		

Appendix G

Sample Media Notice

To: Members of the Media

Recognising your role in obtaining and disseminating information, we are prepared to be co-operative and to supply you with information on a timely basis.

We ask that you co-operate with the school's procedures in managing the event and its impact on the school community. Access for all interested parties is restricted to specific areas of the school compound and to scheduled meeting times.

The official spokesperson to the media for the _____ School is _____ . Mr. /Mrs. /Ms. _____ can be reached by phone at _____ .

We invite you to join us in a briefing sessions scheduled for _____, at _____ .

Thank you for your co-operation.

Names and status of persons involved:

Immediate action taken by school:

Follow-up action taken/to be taken:

Critical Incident Management Manual for Schools

Other relevant information:

Signature.....

Principal

Signature.....

Guidance Counsellor

.....

Date

.....

Date

Appendix K

Sample Letter to Parents Regarding a Critical Incident

.....
.....
.....

Dear Parent/Guardian,

The _____ School has recently experienced a traumatic event in the form of _____. We have all been affected — students, staff and the wider school community.

Your child may be displaying various reactions to the event, and in order to help you respond appropriately, we have prepared some guidelines that give some ideas as to what you could do to help your child at this time.

Should you observe that your child is not making suitable progress and continues to show notable signs of distress, please contact us right away at _____. We will arrange for counselling.

Respectfully,

Principal

Bibliography

Prepared for Action. Responding Effectively to Crisis in Your School. Peace Education Foundation, © 2002.

Teachernet

<http://www.teachernet.gov.uk/emergencies/planning/evacuationprocedures/index.html>

Mississippi School Safety Manual, School Safety Lay and Policy Development, Resource Guide. Revised 2005.

<http://www.mde.k12ms.us/lead/osos/SchoolSafetyManual2005.pdf>

Managing Critical Incident in Schools. Guidance for Head Teachers and Governors

<http://www.bexley.gov.uk/service/publicprotection/schools/emergencycriticalincidentsinschool.pdf>

Family Education. School Safety Checklist

<http://school.familyeducation.com/safety/parents-and-school/38678.html>

Clarke, Carol & Vanderway, Virginia. The Crisis Team. Your Guidebook for Developing a Crisis Response Progress.

Chamber, Claudia, M (1997). Children's Perceptions of Violence: A school-based assessment.

Decker, Robert (1997). When a Crisis Hits- Will Your School Be Ready? London Sage Publishers.

Pottinger, Audrey M (1999). After the Storm, There is a Calm, Analysis of the Grieving Process.

National Association of Secondary School Principals. Positive Ways of Preventing Violence.

UNICEF (1999). Changing the Future for Jamaica's Children

UNICEF (1999). National Policy on Children.

University of the West Indies (1999). Change From Within, The Story of Four Schools.

www.criticalincidents.htm

www.verginia.edu/mergency/plan.html

Derek.walker@rmit.edu.au

Pedestrian Guidelines, Road Safety Unit: Ministry of Transport and Works