

# Support and Guidance for Early Years Settings' Healthcare Needs and Critical Incidents

Guidance to support children and young people with healthcare needs in early years and childcare settings including response to critical incidents.

Produced by Services for Young Children

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Hampshire  
County Council

[www.hants.gov.uk](http://www.hants.gov.uk)

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The content of this pack will be reviewed annually.

Thank you to everyone who contributed to the content of this pack.

## Introduction

This guidance has two purposes and is in two sections. The first section helps settings to manage health concerns by supporting childcare practitioners in their preparation to receive children with medical conditions and support their ongoing care.

The second section recognises that sometimes sad or traumatic events or critical incidents can occur that are outside our control. This section aims to support settings in being prepared to cope in such circumstances and to be secure about protocols to follow.

The forms in the pack are designed as examples or templates to be adapted to suit your setting:

**Form A** - An additional Admissions Form - to be completed with the parent before the child/young person is enrolled into the setting. As well as using your standard admissions forms with families this form contains extra questions to identify health and medical needs.

**Form B** – Individual Healthcare Plan - to be completed with the parent, health care professional or school/setting SENCo and key person before the child/young person starts attending. It will need to be regularly reviewed at least annually. This form may also be helpful to be used if a member of the staff team has a specific health or medical condition.

**Form C** – Staff Training Record - used to identify staff who have been trained by a healthcare professional to administer medicine or treatment as detailed in Individual Healthcare Plans, before the child/young person starts attending your childcare provision.

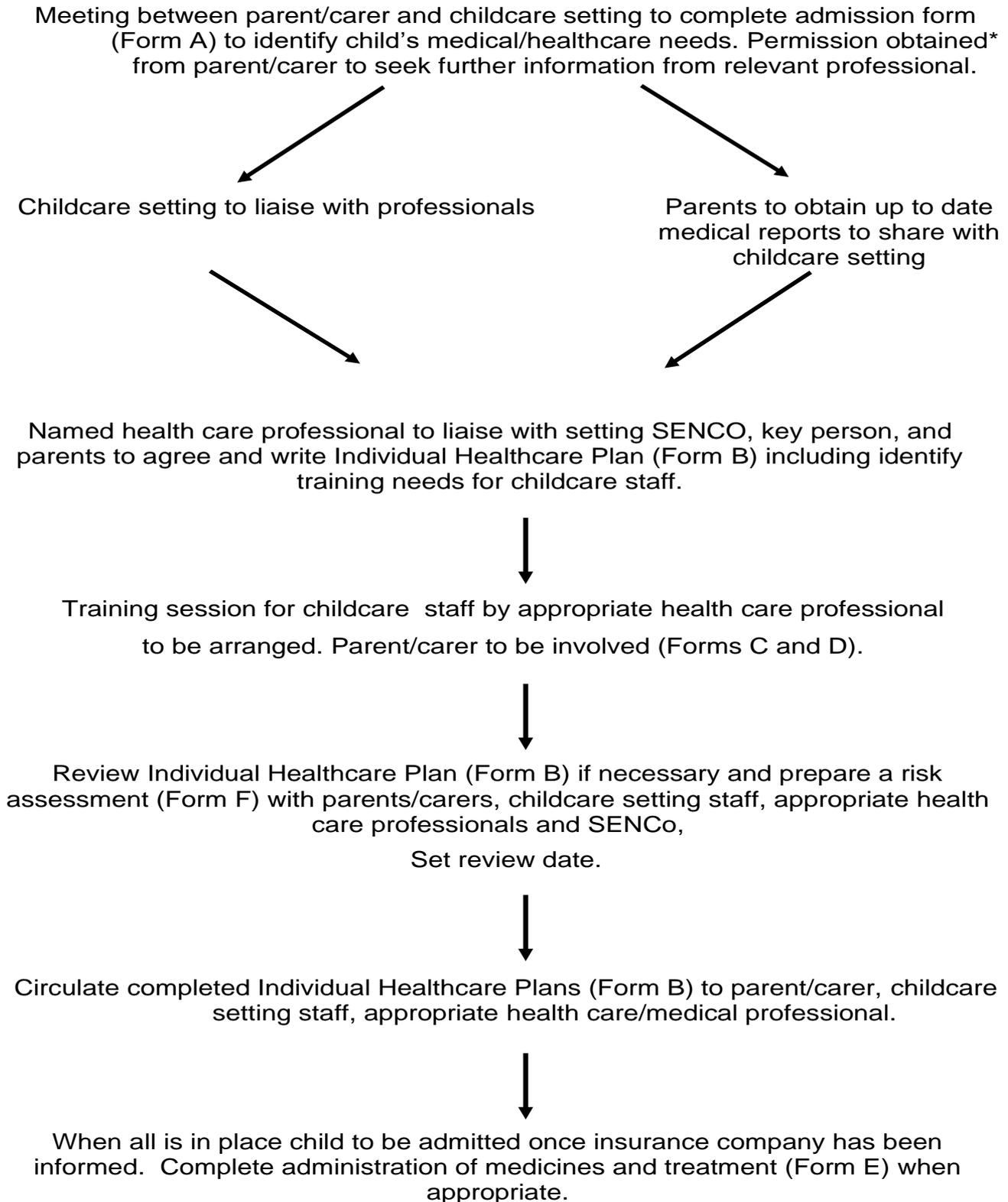
**Form D** – Administration of Medicines and Treatment Consent Form - to be completed by all parents giving permission for medicine or treatment to be administered by childcare setting staff if necessary.

**Form E** – Record of Prescribed Medicines/Treatment given to a child - to be completed by practitioners each time medicine/treatment is administered or attempted to be administered.

**Form F** – Health and Safety Risk Assessment - to be completed with the parent, key person, SENCO, and appropriate professional before the child/young person starts attending the childcare provision. Once completed this form will need to be shared with relevant staff at the setting and reviewed at least annually.

## Section one

### Initial preparation procedure for receiving children with additional healthcare needs in childcare settings



*\*In line with relevant data protection legislation*

# Guidance to support the identification and management of children and staff who may need an Individual Healthcare Plan

Many people are affected by health and medical conditions that require help and support from the adults caring for them. This document aims to support childcare providers to review and develop procedures to use in their settings, consider the implications of medical conditions, and develop Individual Healthcare Plans (see Forms B and C) to meet needs.

## Admissions Form

It is essential that children who may need to be cared for differently from other children are identified when they start at the setting or as soon as a health or medical condition occurs. When parents share information about their child's medical condition or the involvement of specialist medical professionals the setting must update the child's details. For all children admission forms need to detail who has legal parental responsibility for the child. Settings must request the parents' signed permission before they can contact the child's health care professionals to support them in understanding the child's needs. Current emergency contact phone numbers for the main carer and at least one other adult who could respond in an emergency must also be included in all admissions forms.

Some families may be at the early stages of coming to terms with their child's medical difficulties and may therefore:

- understate the condition when talking with practitioners.
- withhold information as they do not realise the importance of sharing medical details.
- withhold information because they are anxious that the setting may not allow their child to attend.

It is important to work closely with parents right from the start. They are the experts in caring for their child and can offer valuable advice and guidance to practitioners.

## Adults – Staff or regular volunteers/students

As part of your safer recruitment and induction processes you may use a health/medical declaration form. If there are any issues these need to be discussed and risk assessments undertaken, as necessary. A healthcare plan may also need to be put in place.

## Drawing up an Individual Healthcare Plan

Before the child is admitted to the setting it is important to hold a meeting with the child's parent or carer, to compile an Individual Healthcare Plan. This plan will help all practitioners working with the child to understand their needs and what the setting ought to do to support them. It will also describe the action that should be taken in an emergency.

“The more you understand about a particular condition, the calmer you will feel in dealing with any symptoms” Hannah Mortimer (2002).

The meeting to create the plan should include the child's parents/carers, all professionals who hold important information about the child's needs, and the setting. The plan should be referred to when recording the child's achievements and planning the next steps in the child's learning and development.

### **Key information that should be included in the plan:**

- Child's name, address, and date of birth.
- Date of plan.
- Simple description of child's symptoms - this can be written from the child's point of view. It should be written so that practitioners can easily recognise important symptoms.
- Daily care requirements - What needs to happen? Who, preferably key person, should carry out procedures? How does the child prefer the care to be carried out? How will practitioners record what they have done?
- What constitutes an emergency for this child? This should be written so that practitioners can easily recognise an emergency.
- What action should be taken in an emergency? This must state clearly what practitioners should do and who should carry out procedures. This section also includes guidance on if the emergency services are to be contacted and what information the practitioners need to give.
- Follow up care - what does the child need to happen afterwards?
- Emergency contacts - who should be contacted and when?
- Details of the medical professionals involved.
- Who will hold copies of the plan?

### **Reviewing and updating the plan**

It is the childcare setting manager/supervisor's responsibility to ensure a review date is set, this should be at least annually, and to liaise with the child's parents/carer to monitor and update the plan. The plan should be altered immediately if the child's needs or the contact details change. The meeting must agree who can alter the plan. In some circumstances changes to the plan should be advised by the medical professionals involved. Any changes to the plan must be made in writing, dated, and countersigned by the child's parents.

### **Storing the plan**

The childcare setting manager/supervisor should ensure that the plan is accessible to practitioners but cannot be read by other parents/visitors to the childcare setting. A copy of the plan should be given to the child's main carer, and appropriate medical professional, as necessary. It is good practice to have a copy of all current health care plans for the childcare setting added to an evacuation pack if used. This is the pack or information you take with you if the childcare setting must leave the premises in an emergency.

### **Staff training**

When the writing of the plan is complete, the childcare setting supervisor should seek advice from the local community nursing team for specific training as required.

### **Administering medication**

Guidance for administering medication & recording is in the EYFS Statutory Framework January 2024 (page 33) & Supporting Pupils with Medical Conditions at School DoE 2014 (updated in 2017) It is good practice for a second practitioner to witness administration of medication.

## **EYFS Statutory Framework January 2024**

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-eyfs-statutory-framework)

## **Supporting pupils with medical conditions at school DoE 2014**

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3#history>

## **Supporting children with medical conditions: templates**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/349437/Supporting\\_pupils\\_with\\_medical\\_conditions\\_-\\_templates.docx](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349437/Supporting_pupils_with_medical_conditions_-_templates.docx)

## **Risk assessments/other policies**

The childcare setting manager/supervisor should assess whether the person's condition indicates that existing risk assessments or other healthcare and inclusion policies and procedures need to be adapted.

## **Supporting learning during absences from the setting**

If the child needs to be away from the setting for periods of time due to medical or health conditions, consider how you can provide learning opportunities that can be made available to the child at home or hospital. It is good practice to make arrangements to keep in regular contact with the family, to sustain relationships and support the child's wellbeing.

The SfYC Moodle has a range of useful home learning resources.

<https://sfyctraining.hants.gov.uk/course/view.php?id=120>

## **Preventing minor illnesses and promoting immunisations**

In some cases, children with a medical or health condition may be immunocompromised, or at higher risk of minor illnesses and infections. They will benefit from reducing the spread of infection and increasing immunity across the whole settings. The Healthy Early Years (HEY) area of the SfYC Moodle has a range of resources to support settings to prevent minor illnesses and promote immunisations as part of a Whole Setting Approach. Settings can also work towards and display, an immunisation and minor illness badge as part of the Health Early Year Award (HEYA)

<https://sfyctraining.hants.gov.uk/course/index.php?categoryid=13>

**Form A - Add to your existing admissions form.**

**Medical history of child – add child’s name and DOB.**

Date and names of any Injections/immunisation from birth .....

.....

Details of any allergies .....

.....

Details of any dietary requirements .....

.....

Details of any serious illness or operations before or since birth .....

.....

**Has your child been seen at any hospital or by a community paediatrician and/or is there current involvement? or with Health Visitor. Give details of condition or conditions, such as diabetes**

.....

Name of consultant/paediatrician .....

Name of hospital and dates of appointments and/or surgery .....

.....

Details of any contagious diseases.....

Details of any physical needs/or requirements.....

.....

Any other additional needs i.e. emotional .....

**Does your child suffer from any of the following? (Please answer yes or no)**

Heart conditions ..... Tuberculosis .....

Epilepsy/fits ..... Convulsions/fits .....

Sight impairment ..... Hearing impairment.....

Asthma ..... Other (please specify) .....

(If your child suffers from asthma or allergies, and they may need emergency or regular medical resources or treatment please ensure that they have an up-to-date prescription labelled inhaler, spacer, or epinephrine auto-injector device i.e., epi-pen to keep at the childcare setting.)

Doctor’s name and surgery .....

Telephone number .....

Health visitor’s name .....

Telephone number .....

**Form B**

**Individual Healthcare Plan**

**CONFIDENTIAL**

<p>Child's name:</p> <p>Address:</p> <div data-bbox="247 481 635 745" style="border: 1px solid black; padding: 5px; margin: 10px 0;">Insert photo</div>	<p>Date of birth:</p> <p>Sessions child attends:</p> <p>Monday</p> <p>Tuesday</p> <p>Wednesday</p> <p>Thursday</p> <p>Friday</p> <p>Saturday</p> <p>Sunday</p>
<p>Date of plan:</p>	<p>Date of risk assessment:</p>
<p>Describe medical needs and give details of symptoms:</p>	
<p>Daily care requirements:</p> <p>Arrangements for outings including person responsible in an emergency:</p>	
<p>Medication name/s, dose, possible side effects, expiry date/disposal</p> <p>Storage of medication</p> <p>Procedure for administering medication, when to be taken</p> <p>Names of staff trained to carry out health plan procedures and administer medication.</p>	

Describe what constitutes an emergency, actions to be taken, named responsible person and any required medication:

Information to give to the ambulance crew:

Follow up care:

Contact details; may be used in an emergency.

Parent/carer's name and phone numbers (relationship to child):

- Home
- Mobile
- Work

Parent/carer's name and phone numbers (relationship to child):

- Home
- Mobile
- Work

Other contact and phone numbers (relationship to child):

GP contact details:

Hospital contact details:

Review date:

Parent/carer's signature:



Describe what constitutes emergency, actions to be taken, named responsible person and any required medication:

*If Johnny has contact with nuts his lips and throat will swell and breathing will be difficult. Very rapidly he will become floppy and go blue. Use the epi-pen immediately. Call the ambulance and stay with Johnny to monitor his condition.*

Information to give to ambulance crew:

*"I need an ambulance to come to Happy Harry Pre-school, St John's Church, Any Street, High Town. Postcode. We have a child who has had an allergic reaction to nuts. His name is Johnny Bloggs, date of birth: 25.03.20. His epi-pen has been administered and his current condition is ....."*

Follow up care:

*Contact Johnny's mum, dad, or his grandma. Stay with Johnny, keep checking his breathing and reassuring him until the ambulance comes. Make sure he has privacy and that the other children have been taken to a different room.*

Contact details; may be used in an emergency.

Parent/carer's name and phone numbers (relationship to child):

*Mrs Bloggs/ mother*

- Home 02367 000088
- Mobile 07777 999

Parent/carer's name and phone numbers (relationship to child):

*Mr Bloggs / father*

- Mobile 077214899
- Work 02367 785634

Other contact and phone numbers (relationship to child):

*Mrs Field/ Grandma 02367 888777*

GP contact details: *Dr Brown* telephone *0098887*

*The Surgery, Happy Town PO34 9ZP*

Hospital contact details: *Happy Town Hospital* postcode

*Telephone 0002233667*

Review date: *3.9.24*

Parent/carer's signature: *S.A. Bloggs*

**Form C**

**Staff Training Record for Medicine Administration/Treatment**

Medicine administration or treatment procedure for which staff training is being provided
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Instructor	
Designation	
Signature	
Date	
Review date	

I have received written and verbal instructions to enable me to carry out the above procedure
I understand the procedure and feel confident to carry out the procedure unsupervised
I understand the actions required if problems occur during or after the procedure

Date	Name	Designation	Signature

## Form D

### Administration of Medicines and Treatment Consent Form

Name of childcare setting	
Name of child & DOB	
Address of child	

Parents' home/mobile telephone number	
Parents' mobile telephone number	

Name of GP/surgery	
GP/surgery telephone number	

**Please tick the appropriate box**

My child will be responsible for the self-administration of medicines as directed below	
I agree to members of childcare staff administering medicines/providing treatment to my child as directed below or in the case of emergency, as staff consider necessary	
I recognise that staff are not medically trained	

Signature of parent or carer	
Date of signature	

Name of medicine	Required dose	Frequency	Course finish	Medicine expiry

Special instructions	
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Allergies	
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Other prescribed medicines	
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**Form F**

**Health and Safety Individual Risk Assessment**  
*(to be used alongside the child's Health Care Plan)*

Child's Name:..... Date of Risk Assessment:..... *review date* ..... Health/ Medical condition:....

Name of Childcare setting and postcode .....

Name of practitioner, signature and job role .....

Parent/carer name and signature .....

Date .....

Risks to health and Safety – risk identified	Who is at risk?	Precautions already taken	Are Additional Control Measures necessary? What are they?	Action required (by whom and by when)	Review date

## Example Form F

### Health and Safety Individual Risk Assessment

*(to be used alongside the child's Health Care Plan)*

Child's Name: *HH*

Date of Risk Assessment: *05.07.2024* review date *July 25* Health/ Medical condition: *brittle bones*

Name of Childcare setting and postcode - *Childcare Nursery SO100 8XP*

Name of practitioner signature and job role *Jane Jones deputy manager*

Parent/carer name and signature *Helen Horn*

Date *5.07.24*

Risks to health and Safety – risk identified	Who is at risk?	Precautions already taken	Are Additional Control Measures necessary? What are they?	Action required (by whom and by when)	Review date
<i>Tripping, falling or impact with other children on arrival and departure or at busy times</i>	<i>HH</i>	<i>Parent and key person supervising these times</i>	<i>Ensure that HH is given additional assistance by an adult in adverse weather conditions when arriving and leaving. Making sure door mats are in place and used to wipe feet.</i>	<i>Key person to liaise with parent to make suitable arrangements</i>	<i>1 month (5 Aug 24)</i>
<i>Falling, bumping, impact with other children whilst using indoor/outdoor equipment- climbing frame, trikes, ball games</i>	<i>HH other children</i>	<i>Advice taken from occupational therapist and discussed with relevant staff - extra supervision</i>	<i>Ensure that HH is in a small group when taking part in these gross motor activities. Ensure safety measures such as crash mats are always in use for these activities.</i>	<i>If weather is cold or wet relevant staff to be aware of slippery conditions and monitor HH outside. Key person to liaise with staff on daily basis</i>	<i>1 month (5 Aug 24)</i>

<i>Fire drill</i>	<i>HH</i>	<i>Key person to ensure that HH follows with an adult at the back of the group</i>	<i>Ensure if emergency services are called HH's health care plan is shared with them.</i>	<i>Manager to ensure relevant staff are aware and key person nominated to hold HH's hand during fire drill</i>	<i>On each occasion evacuation takes place</i>
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## Section two

### Definition of a critical incident

A critical incident is a traumatic incident that could result in death or near death of a child or staff member or another adult. If this occurs, it is essential that you are prepared and that a policy explaining the procedure the childcare setting will follow is in place and is known to relevant staff and parents. Below is a suggested content list for a policy and procedure document:

- **Critical incident policy and procedure document**
- **Preparing for a critical incident**

Your policy should identify the different procedures that should be in place. It will identify who (the job role of the person rather than a name), will take the lead should an incident occur to direct staff to undertake the following actions:

- Contact the emergency services by calling 999. Alternatively, if you are on an outing and are unsure of your current location, call 112 on your mobile and the emergency service will be able to locate where you are or consider the use of an App such as 'what3words.com'.
- Contact the child's family – consider a dedicated or private phone line for communication.
- Manage and reassure the other children.
- Contact the SfYC general enquiries [General Enquiry form](#) for support and advice. SfYC will notify the Local Safeguarding Children's Partnership and activate emergency closure process if necessary. For Out of Hours contact 0300 5551373 for the Safeguarding Team.
- Agree what to say (with the support of SfYC who can seek advice from experienced press officers) and speak to the media to ensure consistency if necessary.
- Agree a statement that can be shared before arranging for contact to be made with all parents.

Your policy should explain that procedures need to be drawn up, agreed, and followed in order that children and staff are kept safe and protected in the event of a critical incident occurring in the childcare setting. It should also make clear how all those affected are supported after the incident has occurred. It should make clear that Services for Young Children (SfYC) will need to be notified as soon as is possible so that you can be supported in contacting all the necessary agencies that need to be informed of the incident, as well as providing you and the children at your childcare setting with the most appropriate support. **This policy will need to be reviewed annually.**

#### **Actions following the incident.**

Your policy should identify who will take responsibility for undertaking the actions below and any others that you wish to include, detailing when it will be done, and how it will be recorded:

- inform Ofsted - 0300 1231231
- inform your local Social Care Team – 0300 555 1384
- inform your insurance company.
- update the SfYC office - 01962 847070.
- update and debrief the staff team.

- write a factual report using clear, specific language giving the facts about what happened.
- review your procedures to see if you can learn anything from the incident.  
consider counselling as necessary – [Bereavement and End of Life | Health and social care | Hampshire County Council \(hants.gov.uk\)](#) your insurance company, local GP's surgery, SfYC, or NHS services.

You may also find some specific support through the NHS services useful, please check your local health services website. [Help in a crisis :: Southern Health NHS Foundation Trust](#)

- Assess the ongoing risk of this occurring again.

Please consult the sample timeline document at the end of this document for reference. Timings are a guide.

### **Dealing with a child's death that occurs outside of the setting.**

In the sad event of your childcare setting being notified of a child's death there can be ongoing actions and issues that need to be addressed. These can include distress for staff, children and parents and you may have to deal with high interest from the media. Social Care or Police investigations are likely to take place and you may be asked to contribute to these alongside other professionals who are involved with the family. Often these Joint Agency Response (JAR) meetings take place quickly and at times within 24 hours, so identify the member of staff who will attend and allow time and assistance for them to prepare their notes. Support from SfYC will be made available to you and your staff.

There is no duty in this type of instance to contact Ofsted or Social Care. If you are concerned that this incident is a child protection issue, follow your child protection policy and procedures.

### **Actions following the incident.**

- Inform the SfYC office who can support you.
- Consider counselling for your staff as above.
- If you are required to give a statement to the media, SfYC can provide access to an experienced press officer who will be able to offer advice and guidance. Agree what to say with the staff so that they all give the same information to ensure consistency.
- Contact all parents to ensure that they hear about the incident directly from you and try to ensure that they are given the same information. The SfYC office will be able to offer advice and guidance.
- Contact SfYC through [General Enquiry form](#)
- SfYC website - <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/childcare>

### **Promoting emotional wellbeing across the whole setting**

Children attending the setting during and after a critical incident, as well as staff may benefit from promoting emotional wellbeing and safety, for example by creating quiet spaces and CALM boxes. The Healthy Early Years (HEY) section of Moodle has a range of resources to support a whole setting approach to emotional wellbeing <https://sfyctraining.hants.gov.uk/course/index.php?categoryid=13>

### Critical incident response timeline

<b>Immediate</b>	<b>30 minutes</b>	<b>1 hour</b>	<b>Before the end of the session</b>	<b>At the end of the session/day</b>	<b>Ongoing</b>
<p>Contact emergency services.</p> <p>Assess ongoing risk respond accordingly.</p> <p>Confirm roles and responsibilities in the setting.</p> <p>Check individual healthcare plan and admissions form for healthcare assessment and be ready to pass on any relevant information to the emergency services.</p> <p>Contact child's family.</p> <p>Manage the other children.</p>	<p>Gather coherent information.</p> <p>Contact SfYC, they will put in place their communication protocol.</p> <p>Check on well-being of staff members. Ask those directly involved to make a written record of the incident.</p>	<p>Inform others:</p> <p>Ofsted*</p> <p>Insurers</p> <p>Consider what can be shared with the media.</p> <p>Social Care**</p> <p>Write factual report to supplement the record of the incident recording clearly the actions taken.</p>	<p>Decide whether information is to be shared with other parents/carers.</p> <p>Decide how information is to be shared.</p> <p>Prepare a script.</p> <p>Handover all children with a clear script – avoid speculation.</p>	<p>Bring relevant staff together.</p> <p>Check everyone is alright.</p> <p>Give appropriate support including refreshment/a cup of tea.</p> <p>Make a decision regarding the reopening of the setting which may be the next day or there may be a period of closure. Ensure that this is shared with parents and SfYC who can support families</p>	<p>Check with relevant staff how they are feeling on the following day and over time.</p> <p>***Support from Educational Psychology Service</p> <p>Review of policies and procedures.</p> <p>Identify training needs.</p>

\*Ofsted - [Report a serious childcare incident - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/report-a-serious-childcare-incident)

\*\*Hampshire - <https://incidentreporting.apps.hants.gov.uk/p/corporate-incident-reporting>

\*\*\*Support and Guidance from Hampshire and Isle of Wight Educational Psychology Service. [HIEP-Critical-Incident-pack-for-Setting-2023.pdf \(hants.gov.uk\)](https://www.hants.gov.uk/media/10000/HIEP-Critical-Incident-pack-for-Setting-2023.pdf)

## Contacting Emergency Services

### Requesting an ambulance

Dial 999, ask for an ambulance and be ready with the following information:

Childcare setting telephone number – remember to keep this line free until the ambulance arrives.



Childcare setting address



State the childcare setting's post code.



Give exact location in the building where the child is.



Give your name.



Give the child's name and a brief description of child's symptoms.



Inform Ambulance Control of the best entrance and state that the crew will be met and taken to the child.

**Speak clearly and slowly and be ready to repeat information if asked.**

## Appendix A

### Hampshire and Isle of Wight Educational Psychology

#### Critical incident support in early years settings, schools, and colleges in Hampshire and the Isle of Wight

##### Introduction

Educational psychologists (EPs) from Hampshire and Isle of Wight Educational Psychology (HIEP) provide support and guidance to schools and colleges in response to critical incidents. A critical incident may also be described as typically involving an incident which is sudden, outside of the 'everyday' or typical experience, unpredictable and brings distress to the school or college community.

Help and Information for settings.

[HIEP-Critical-Incident-pack-for-Setting-2023.pdf \(hants.gov.uk\)](https://www.hants.gov.uk/hants-education/hants-education-services/hants-education-psi/hants-education-psi-critical-incident-pack-for-setting-2023.pdf)

##### Examples of critical incidents can include:

- death of staff member, pupil, or member of the school community
- serious accident involving pupils or staff members
- a major fire in a school / setting
- an event witnessed outside of the school (such as a serious assault or accident)

Psychologists have established that the main aim of any response to a critical incident should be to reinforce existing, natural support networks; this is the case for children, young people, and adults.

Therefore, the overall aim of the response of psychologists in HIEP is to provide swift and evidence-based psychological support tailored to the needs of the individual setting / community. This may be guidance on how to respond to emotional needs of children, young people and adults following an unexpected death or how to prepare for an expected event, such as terminal illness. While no circumstances are the same, there are underlying similarities in the reactions to expect and helpful steps to take.

It is important to note that we offer a response to all early year's settings, schools and colleges across Hampshire and the Isle of Wight. It does not matter if a school or college has a service level agreement (SLA) with us because this work is supported by Hampshire County Council.

##### How are educational psychologists usually notified of a critical incident?

- A member of school staff, usually a senior leader, gets in touch with their SLA EP or a senior EP in their local area team.
- A school improvement manager sometimes contacts us on behalf of a headteacher.
- We hear about a critical incident from Hampshire's Safeguarding Unit.
- Child death notifications.

## **What to expect from a HIEP educational psychologist?**

- In whatever way we hear about a critical incident, as soon as possible, an EP will be in touch with the headteacher, principal or another senior leader.
- The purpose will be to ask about what happened, what steps have been taken so far and what action might be helpful by an EP.
- If there is a role for an EP, we will make an internal decision about which EP takes on that role.
- We avoid duplicating readily available advice and guidance and so can provide details about helpful websites and organisations that offer information and guidance on a range of critical incidents, and typical emotional and behavioural reactions.
- We can visit for face-to-face support; we will agree with you about who to involve and the practical arrangements. We can meet with individuals, with groups or both.
- A meeting will involve clarifying the facts about an event, providing information about the behaviours and feelings that can follow a critical incident, and agreeing future action.
- The meeting may be helpful to think through the developmental and psychological needs of children and young people, and the emotional needs of adults.
- It may be an opportunity to discuss support and management strategies for children and young people.
- The meeting may discuss how best to respond to the needs of a school's wider community.
- We can provide general staff professional development on loss and bereavement.
- We accept that different people react to a critical incident in different ways and that some reactions may be delayed. This means we will always be available to be contacted at any time in the future.

## **Supporting in the event of a suicide**

When somebody dies by suicide, the impact on the wider community can be significant. A suicide death is a critical incident and HIEP can offer support; it is important to be mindful of particular differences to consider so please do let us know if it is suspected that a death may be a suicide.

## **Contact**

If you are seeking support or would like further information about how HIEP can support your setting, please contact your local office, as below:

- West –01962 876 239
- North – 01252 814 835
- East –01252 814 729
- South and Isle of Wight – 023 9244 1496

***Prepared by Hampshire and Isle of Wight Educational Psychology (HIEP), 2021***

[HIEP-Critical-Incident-pack-for-Setting-2023.pdf \(hants.gov.uk\)](#)

## Bibliography

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- DfE Working Together to Safeguard Children 2023  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- Statutory Framework EYFS  
[Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-foundation-stage-eyfs-statutory-framework)
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- DfE Special Educational Needs and Disabilities (SEND)\_  
<https://www.gov.uk/childrens-services/special-educational-needs>

## Useful websites and contacts

- [Bereavement - Hampshire SCP](#)
- <https://www.hampshirescp.org.uk/> Hampshire Safeguarding Children Partnership
- [www.hants.gov.uk/education/schoolclosures/](http://www.hants.gov.uk/education/schoolclosures/)
- [NHS England » Looking after your team's health and wellbeing guide](#)
- [Mental health - NHS \(www.nhs.uk\)](http://www.nhs.uk)
- [what3words – Apps on Google Play](#)
- [Healthier Together](#)
- [Public Health Nursing Service](#)