**Appendix: Therapeutic Response to CYP Critical Incident**

This Protocol applies to the therapeutic support provided to children & young people (up to 25) and to educational settings following the sudden traumatic death of a young person or as a result of a distressing community situation or event that could profoundly change or disrupt the psychological wellbeing of children & young people.

**Coordination:**

A number of agencies / services in Newham will be involved in the therapeutic response to a critical incident and experience has shown that a co-ordinating role is necessary to ensure:

* individuals and education settings are not overwhelmed by offers of support from a range of agencies
* there are no gaps in the provision of this support
* the support provided is appropriate & proportionate to need and graduated over time to accommodate emerging needs
* that good lines of communication are maintained and that schools / individuals / community organisations have a single point of contact
* there is a collective opportunity to debrief
* that there is proper review of actions / outcomes / learning

**Immediate Response to notification of a critical incident:**

The Educational Psychology Service (EPS) will be the point of contact for notification of a critical incident involving a young person in Newham and will attend the Critical Incident Response Group meetings.

EPS will arrange a partner meeting to coordinate the therapeutic response to the incident. Key areas for consideration will be:

* Identification of high-risk young people, educational staff and others involved
* Establishing the immediate key needs
* To decide the need for individual or group support
* Develop an action plan to ensure that young people and schools are properly supported once clearer about what might be required.
* Agree leads for each area of response
* Consider input from other agencies
* Ensure clear communications between agencies, schools, individuals & other relevant organisations

EPS will facilitate weekly debrief / review meetings as necessary over the first 3-4 weeks following a critical incident.

**Medium to long term planning:**

It may be that immediate input over the first few weeks is relatively light as the degree of emotional impact and psychological reaction to these incidents often takes time to emerge.

After the initial response period a medium to longer term plan should be put in place to ensure there is ongoing identification and support measures for both pupils and staff who are affected as needs emerge. Legal processes, enquiries and news stories may also bring back distressing memories and cause upset to individuals within the school.

**Critical Incident Flow diagram:**



**Critical Incident Support:**

|  |
| --- |
| Universal Support |
|  | CYP up to 18  | Schools / colleges | Young people 19-25 |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |

|  |
| --- |
| Targeted Support |
|  | CYP up to 18  | Schools / colleges | Young people 19-25 |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |

|  |
| --- |
| Specialist Support |
|  | CYP up to 18  | Schools / colleges | Young people 19-25 |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |