

## **St Cleer Parish Council**

### **Critical Incident Review Policy**

#### **Background**

In May 2020, following the Covid 19 Pandemic and in the context of the lack of a completed Community Emergency Plan the Community Emergency Planning group looked critically at their performance. It was noted that reflection would be better after the event and it was noted that although a pandemic had been considered as a risk; one with the mortality rate of Covid necessitating a 12-16 week lockdown was not a part of that remit. Rather a concentration on holding the fort until the emergency services arrived such as during flood, fire or disaster.

There are a number of reasons why a critical reflection may be necessary and this list is by no means intended to cover all eventualities; however, it gives a framework for triggering the process

- Reputational Risk
- Poor appointment of key staff
- Pandemic
- Bullying, Harassment, Assault of Councillors or Staff
- Lack of Councillors or no identified Chair

#### **Policy**

This document gives a how to deliver a critical reflection rather than a precise guide, given the diversity of the triggers. It will be tempered by the experience of the staff and councillors involved.

#### **Trigger**

Using common ground from the standing orders:

- The Chairman or
- Clerk / RFO or
- 4 Councillors may trigger a CIR

#### **Membership**

The group should be seen as a one-off task and finish group with no delegated authority. Members can be appointed by the Parish or HR group (particularly if the matter pertains to Staffing)

No less than 4 members and the Clerk ought to attend. No more than 5 members ought to be appointed. It is imperative that those appointed have the skills to be curious and open in the meeting. Parish is charged with putting the best interests of the electorate and or staff in the selection of these members.

Noted ought to be made and an action plan provided in the form of a motion to the next Parish Council meeting

#### **Framework of the meeting**

To enable reflection there must be

- An atmosphere of no blame and mutual support
- Honesty
- Open mindedness
- Willingness to consider liability without recrimination and concomitant change
- An appreciation of the impact of Equality and Access in this matter

Should any one of these core conditions not be met, the meeting needs to be reconvened with an alternative formation of people. This is a 'principle not personality' group and the inevitable human dynamic and nature of Parish life must not be allowed to undermine the integrity of the process. The Appendix provides more guidance

#### **Motion to Parish**

The SBAR framework of the St Cleer Motion Template creates a perfect framework for the CIR

- Situation
- Background
- Assessment (Reflection)
- Recommendation

## Parish Decision on the Motion

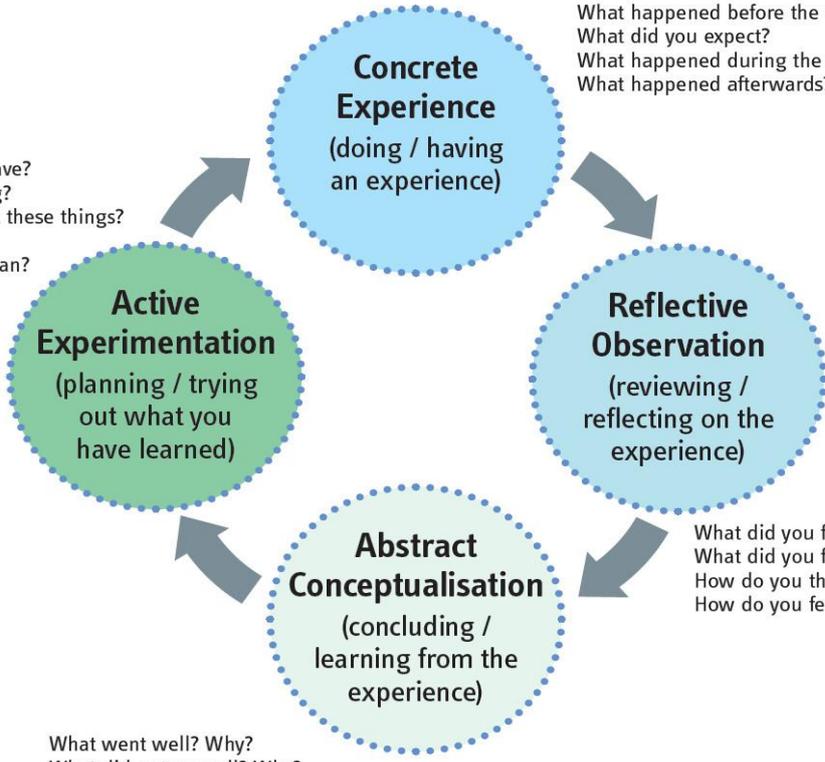
Once put to Parish that decision is final, save should individuals wish to evoke a recission decision.

Parish may suggest further meetings and these would come under a different term of reference to be devised at that time. The nature of CIRs is that they are a one off. Action may be delegated to a committee or the Clerk within the Standing Orders of the Parish

Initiated at HR 10.06.2020

Parish

## Appendix 1

 <b>BIRMINGHAM CITY</b> University	
<h3>Example Critical Incident Reflections</h3>	
<p><b>Critical incidents</b></p> <p>McAteer <i>et al</i> (2010, p.107) suggest that a 'critical incident is one that challenges your own assumptions or makes you think differently'. They provide the following helpful prompts to guide reflection on critical incidents:</p> <ul style="list-style-type: none"> <li>• What happened, where and when? Give a brief history of the incident.</li> <li>• What is it that made the incident 'critical'?</li> <li>• What were your immediate thoughts and responses?</li> <li>• What are your thoughts now? What has changed/developed your thinking?</li> <li>• What have you learned about (your) practice from this?</li> <li>• How might your practice change and develop as a result of this analysis and learning?</li> </ul>	
<p>Some hallmarks of deeper, self-critical reflection have been suggested by Moon (2004, pp.202-203), adapted as follows: There is...</p> <ul style="list-style-type: none"> <li>• evidence of standing back from the event;</li> <li>• an internal dialogue - a conversation with oneself that considers alternative explanations;</li> <li>• evidence of looking at the views of others, considering the alternatives and learning from them;</li> <li>• seeing the significance of the passage of time on reflection;</li> <li>• noticing of other, possibly unrelated events that affect actual behaviour and/or subsequent reflection;</li> <li>• awareness of reconstructing the event in retrospect – creating a story that may not be 'true'.</li> <li>• recognition that there may be no conclusion and still things to be learnt from a situation;</li> <li>• reflection on one's own process of reflecting (metacognition).</li> </ul>	<p><b>References:</b></p> <p>McAteer, M., Hallett and F. Murtagh, L. (2010) <i>Achieving your Masters in Teaching and Learning</i>. Exeter: Learning Matters. Available from: <a href="http://lib.mylibrary.com?ID=272528">http://lib.mylibrary.com?ID=272528</a>.</p> <p>Moon, J. A. (2004) <i>Learning journals: A handbook for academics, students and professional development</i>. Abingdon: RoutledgeFalmer.</p>
	
<p>What is the situation now? What information do you have? What information is missing? How can you find out about these things? What is your plan? What is your contingency plan?</p>	
<p>What happened before the event? What did you expect? What happened during the event? What happened afterwards?</p>	
<p>What did you feel before the event? What did you feel during the event? How do you think the other person felt? How do you feel about the event now?</p>	
<p>What went well? Why? What did not go well? Why? Has how you think of the event changed following these questions? Why?</p>	