

Spires Federation

Policy

OPENING
DOORS



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MINDS

Critical Incident Management Plan

Date : September 2023

Review Date: September 2027

DEFINITION OF A CRITICAL INCIDENT

On many occasions, incidents that involve property damage, bereavement and/or trauma can be effectively managed by a school through the implementation of a well-constructed incident management plan. This may involve the school accessing education and/or other outside services as required.

An incident becomes a critical incident when it constitutes a serious disruption arising with little or no warning on a scale beyond the capacity of the school operating under normal conditions, and requiring the assistance of the Emergency Services and/or Lincolnshire County Council and others.

Examples of incidents impacting on schools could include:-

- death or serious injury as a result of violence, accident, self harm and/or sudden/traumatic illness;
- major fire; • building collapse;
- riot and/or civil disorder;
- natural and/or man-made incidents;
- missing person(s)/abductions;
- terrorism.

Incidents can occur:

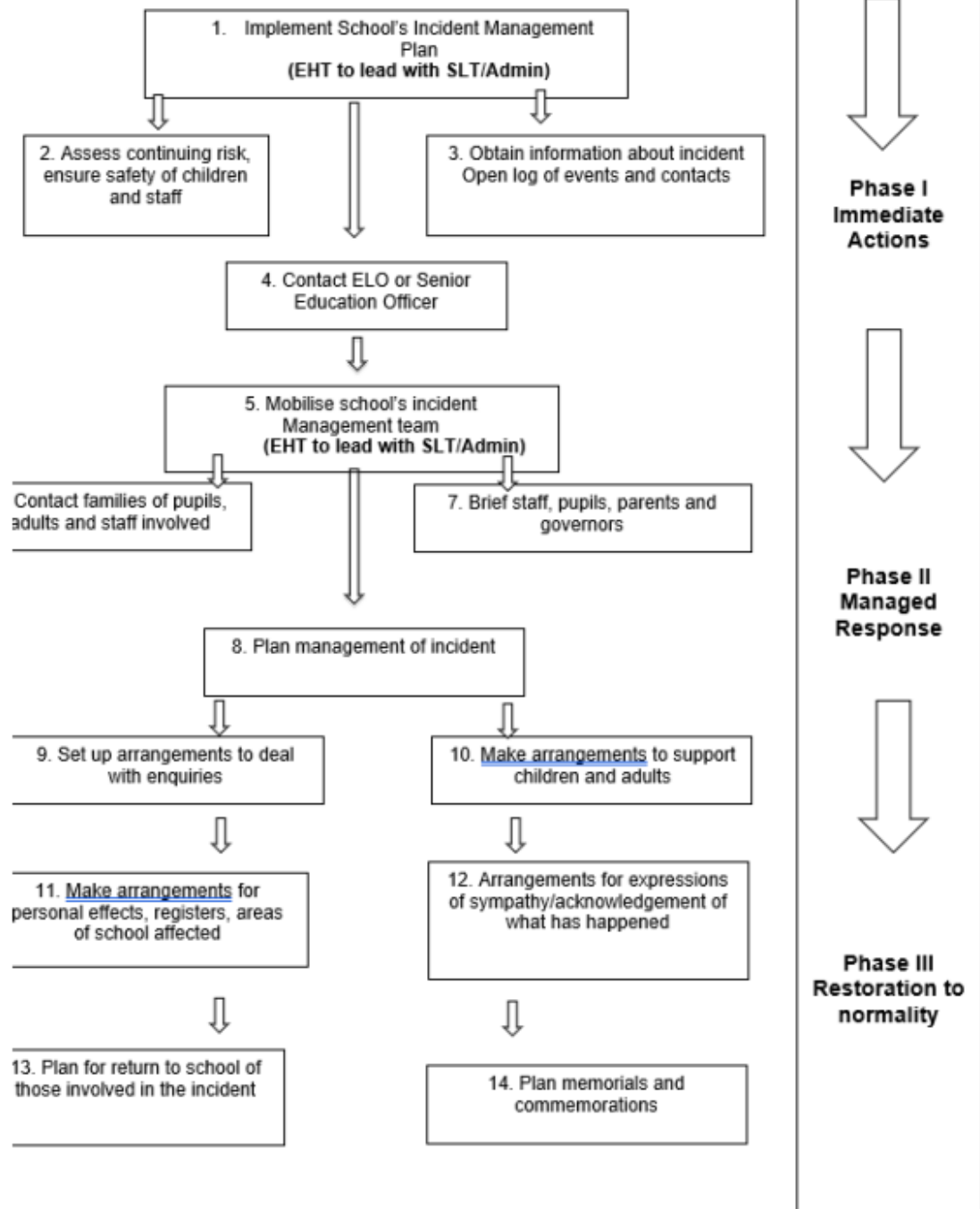
- on the school site during/or after school hours;
- on school transport;
- whilst the pupils are taking part in activities away from the school site or on school premises;
- as part of after school activities;
- within the local community involving pupils from the school.

Using this definition as a basis for decision making, an incident is declared to be a Critical Incident following consultation between the person(s) managing the incident within the school, the Director of Education and Cultural Services or her designated officer and, if required, the County Civil Protection Manager or his designated officer.

If there is doubt then it is always better to consult, err on the side of caution and declare an incident critical. Experience has shown that it is beneficial to declare the incident and scale down if necessary rather than try and gear up at a later stage.

For “out of hours” incidents schools should contact the Civil Protection Duty Officer who is available through Lincolnshire Fire and Rescue Control. (See Appendix – Contact Telephone Numbers) who will contact a senior manager from the ECS Directorate.

KEY TASKS AND ACTIONS



GUIDANCE FOR DEALING WITH A CRITICAL INCIDENT

The following are the typical tasks and actions that a school may need to undertake to manage an incident. The school's plan makes it clear who will undertake each task and in their absence, who would cover for them, for a range of possible scenarios.

Persons with lead responsibilities within the plan should have 24-hour numbers by which they can be contacted. They should then have 24-hour contact numbers for all other individuals named within the plan. The plan should contain all the other appropriate contact numbers that may be required (See Resource Sheet 1: Contact Information) as well as a copy of these guidelines. It may also be appropriate to include an up to date plan of the school site.

It can be helpful to recognise that an incident typically consists of three phases- immediate actions, managed response and return to normality.

PHASE I: IMMEDIATE ACTIONS

Actions 1 –7 should be undertaken straight away.

The order in which these actions should be undertaken will be determined by the needs of the situation.

Action 1- Implement the School Incident Management Plan

- Persons with lead responsibility to be released from all duties;
- Collect school's incident management plan and contact numbers, from the school office;
- Open a log of events, actions and times (See Resource Sheet 2: Incident Log);
- Establish an independent telephone line (e.g. mobile, borrowing a phone line in a nearby building etc).

Recording what has happened in a log of events with times and details of actions taken will be important for any subsequent inquiry, which could range from an internal school/LA inquiry to a formal inquiry with legal implications such as a Coroners inquiry or an insurance claim. Those involved may be required to give a statement to Police and/or attend court as a witness. The original contemporaneous record of events and actions is crucial in these circumstances.

Action 2- Assess continuing risk, ensure safety of all children & adults

- Contact emergency services as appropriate;
- Enter in incident log all decisions and actions (dated and timed);
- If off site, establish arrangements for reuniting children, adults and staff with their families;
- Determine that adults and staff involved in the incident are safe to drive or take public transport or whether they need collecting or transportation.

Action 3- Obtain information about the exact nature of the incident

- When and where incident occurred;
- Names of children and adults involved in the incident including those who witnessed it;
- Nature of any injuries/fatalities sustained. Hospitals where injured have been taken;
- Names of adults with injured children/adults;

- Actions undertaken by emergency services, including arrangements for caring for children/adults who do not require hospital treatment;
- Locations of the uninjured;
- Remaining hazards at the scene;
- Collect relevant pupil/staff lists and contact numbers as appropriate;
- If telephone contact, note relevant number(s).

Action 4- Contact Emergency Liaison Officer (ELO) or a Senior Education Officer

- Agree with the Emergency Liaison Officer whether Education Services needs to initiate the critical incident protocol and/or other actions as appropriate.

For Out of Hours Incidents

- Contact the County Council Civil Protection Unit (CPU), through Fire & Rescue Control and the duty officer will ring you back, discuss the situation and agree on a course of action.

Action 5 - Mobilise the School Incident Management Team

- Brief the School Incident Management Team (SIMP);

Clarify tasks, make plans and assign roles;

- Set up timetable of meetings to review management of incident. (the ELO may be present -see Action 8);
- Advise Chair Person of Governors.

Action 6 - Contact families of pupils, adults and staff involved in incident

- Designate key member(s) of staff to make contacts;
- Ensure that persons making contacts are fully briefed. (It may well be appropriate to rehearse and/or have written guidance as to what is to be said);
- Use the record of contacts to avoid confusion and distress through duplication of contacts and to ensure that no one is missed out;
- Establish and offer useful telephone numbers, either for support or for more information, e.g. emergency disaster number, hospital etc;
- Check that families/parents are not left alone in distress, suggest that they make contact with other relative/neighbours;
- Where appropriate, share the contact number of other families involved in incident where they have given permission for this;
- Where appropriate, give advice to parents and families (in line with the county council's media advice) on responding to contacts from the media;
- Where appropriate, give information about arrangements for uniting or putting in contact children, adults and staff with their parents/families;
- Where a parent or family cannot be contacted, consider asking the Police or another professional to visit the home;

It may be necessary, to enlist outside help i.e. governors, local religious/community leaders, GPs, police, etc, if there are a large number of parents to be contacted and supported. Some families/parents may need to be brought to school to receive information about the incident.

Action 7 - Brief staff, governors, pupils, parents and other members of the school community and the Diocesan representative

- Contact and brief Chair of Governors, request that he/she inform all other governors. Hold briefing meetings for all teaching and non-teaching staff, consider setting up a schedule of meetings, such as break times, beginning/end of day to keep staff informed and updated. (e.g. Issue a prepared statement for all parents (See Resource Sheet 3: Informing Parents);
- If a press statement is required, take advice from the County Council's Public Relations Team. A prepared statement should give the known facts of the situation, initial actions that the school is taking and appropriate expressions of sympathy and concern. (See Resource Sheet 3: Sample letter - informing parents);
- Inform all pupils in the most appropriate way;
- Ensure that staff tasked with telling children are able to undertake this task. Make special arrangements to protect and support staff, adults and children who were close in any way to those affected. (See Resource Sheet 4: Pupil meetings -informing pupils);
- Identify pupils, adults and staff who are absent. Make appropriate arrangements for them to be briefed.

Incidents which Involve Evacuation

In the event that the school buildings cannot be used and evacuation is necessary, staff will escort pupils to the following venues:

DIGBY

Option 1: Digby Village Hall For access contact Steve Priestly, Carolyn Wyness (01526 320969) or Jessica Bresnihan (07792958574)

Option 2: Digby Church For access, contact Helen Gillatt on 01526 860347

DUNSTON

Option 1: Dunston Village Hall

For access, contact Mr. Robert Ford on 07957 607376 or 01526 320810, Mrs Jean Ford on 07506 330080 or 01526 320810.

Option 2: Dunston Church For access, contact Sue Glaister on 01526 320946.

NOCTON

Option 1: Nocton Church The school has a key for the church which is kept in the main key cabinet.

Option 2: Nocton Hub For access, contact 01526 595594

PHASE II: MANAGED RESPONSE

Action 8- Plan management of incident

(with Emergency Liaison Officer and other agencies as appropriate)

- Meet with the Emergency Liaison Officer, the School Incident Management Team and other agencies as appropriate;
- Review plans, clarify tasks, assign roles and make further plans accordingly;
- Ensure that school and other agencies' actions are properly co-ordinated;
- Establish timetable of meetings to review the management of the incident;
- Clarify criteria for withdrawal of outside agencies at appropriate stage;
- Access further advice from the Emergency services if required.

Action 9- Set up arrangements to deal with enquiries

- At the earliest opportunity and certainly before speaking to any representative of the media, contact the County Council's Public Relations Manager;

Ensure that all media contacts are directed to the agreed Press Officer who could be a senior police officer or the County Council's Public Relations manager.

NAMES OF THOSE INVOLVED IN THE INCIDENT SHOULD NOT BE RELEASED OR CONFIRMED TO THE MEDIA OR OTHER CALLERS UNTIL THE STATUTORY AUTHORITIES (E.G. POLICE) HAVE CONFIRMED THE IDENTITY AND THE PARENTS AND FAMILIES HAVE BEEN INFORMED AND HAVE GIVEN PERMISSION,

Consider providing those answering the phone with a written statement as to what it is appropriate for them to say (see notes on point 7);

- Caution staff about talking to the media;
- Organise additional staff to deal with phone enquiries and people coming to the school ;
- Designate areas for parents, media and others;
- Avoid too many people in any space;
- Ensure that an entry is made in the incident log of all contacts.

Action 10- Make arrangements to support children and adults

- Identify those children, adults and staff who are most likely to be in need of support. (See Resource Sheet 5: Identifying individuals who may be vulnerable);
- Arrange for school staff/support agencies to provide support. (See Resource Sheet 6: Emotional distress-supporting the individual pupil) It is good practice to inform and/or seek consent from parents/carers where their child is to be involved with an outside agency. (See Resource Sheet 7: Sample letter to parents-arrangements for counselling children);
- Ensure that pupils, adults, staff and parent/carers are aware of the support arrangements that school is making and how these are accessed;

- Consider setting aside and staffing, an appropriate area for children who are becoming too distressed to continue with their lessons;
- Consider setting aside and staffing, a further area for people coming into school who are distressed.

In addition to the individuals directly affected, children and adults who are most likely to suffer distress as a consequence of an incident are those who are uninjured, but were at greatest risk;

- directly witnessed death/injury/violence as part of the incident;
- are siblings;
- have any possible perceived culpability for what has happened however indirect or incorrect; (i.e. those who may blame themselves and/or those who may be blamed by others);
- are experiencing instability at home;
- have learning difficulties;
- have pre-existing emotional and behavioural/mental health difficulties;
- are vulnerable due to cultural and/or language difficulties;
- have previously suffered bereavement or loss.

If the school has to close, ensure all staff and parents are briefed on the arrangements for the collection of children. Supervise children being collected and make arrangements for those who are not able to be collected. Ensure that staff and parents are clear as to the arrangements for re-opening of the school

- Consider holding a staff meeting with support agencies to discuss appropriate management strategies for distressed children;
- Plan how to manage distress that may be caused by ongoing police/legal proceedings and media attention;
- Give children permission individually and collectively to discuss what has happened and their reactions;
- Deal sensitively with open expressions of distress. Allow children to discuss what has happened in lessons where they clearly wish to do this. Do not discourage them from talking. (See Resource Sheet 8: Emotional distress = class management)
- Consider putting on a special class session to give pupils information about the grieving process and to enable them to talk through their experiences;
- Plan appropriate support for staff to enable them to cope with children's questions;
- Ensure that all staff including those co-ordinating the school's response do not neglect their own need for support;
- Schedule staff co-ordinating the school's response to be 'off duty';
- Ensure staff are alert to physical and/or emotional change or any other signals of distress among staff as well as children. (See Resource Sheet 9: emotional distress-signs and symptoms)
- Refer staff, adults and, with parental consent, children to outside agencies for support

Action 11- Make arrangements for personal effects, registers and area of school affected

- In discussion with parents/families, decide on what to do with the personal effects of the individuals who are critically ill or have died;
- Consider discussing with relevant class members what would be appropriate for work (including work as part of any displays), desks, books, lockers, etc belonging to individuals who have died or are critically ill;
- Make arrangements to adjust class registers, rotas, any other pupil listings accordingly;
- Make appropriate arrangements for the part of a school where the incident occurred.

PHASE III.- RESTORATION TO NORMALITY

Action 12- Make arrangements for expressions of sympathy and/or acknowledgement of what has happened

- Make arrangements to express support/sympathy to families, children and adults who have been hurt or bereaved;
- Make arrangements to support the plans that the family may have for a memorial;
- Make plans for attendance at funerals. Find out if school representatives are welcome. Ensure that school representatives feel able to cope with these tasks;
- Make arrangements for someone from school to visit injured in hospital or bereaved at home;
- Consider sending cards and messages from children and staff to children, adults and staff affected;
- Consider organising a special assembly/service to collectively acknowledge what has happened and how the school is coming to terms with this. Consider involving local religious leaders. Consult with families of individuals affected;
- Consider setting up an area in the school where writing, artwork or other mementos can be dedicated to individuals affected.

Action 13- Plan for return to school of those involved in the incident

- Home visit by class/form teacher/member of staff to discuss arrangements for return, perhaps visits or part time attendance;
- Planned support for emotional need such as comments and questions from other pupils.
 - Consider permission for pupils to remove themselves from lessons to go to an agreed place if they are becoming distressed;
- Support for possible physical needs such as mobility difficulties or disfigurements;
- Rota of home visits from school friends;
- Where appropriate, organise work to be sent home prior to return;
- Brief staff and children on how best to support individuals returning to school;
- Identify and make arrangements to differentiate work, manage missed course work and any special arrangements necessary for exams. Adjust work loads for members of staff returning to school;
- Make any other arrangements for adjustments to school curriculum necessitated by the incident.

Action 14- Plan memorials and commemorations

- Consider an appropriate memorial, taking into account the wishes of those who were involved or bereaved such as, special garden, tree, furniture, painting, sculpture, photograph or a memorial prize;
- Appeals and donations are a complex area and advice should be sought from the British Red Cross. (See Appendix A Contact Telephone Numbers);
- Discuss how to mark anniversaries, perhaps a commemorative service/assembly, concert or display;
- Brief staff who subsequently join the school about the incident, also about the long term emotional needs of children and staff affected by it.

COUNTY COUNCIL/EDUCATION SERVICES PROTOCOLS

1. EMERGENCY LIAISON OFFICER – EDUCATION AND CULTURAL SERVICES (ECS)

The Emergency Liaison Officer will be the first point of contact for the school. In their absence, any other available Senior Officer in Education Services will act in this capacity.

Roles and responsibilities The roles of the ELO includes:-

- in consultation with the school to determine whether an incident is critical;
- acting as the key contact between the school, ECS and other Lincolnshire County Council or external services;
- advising the school on its actions.

Where an incident is deemed to be critical:-

- mobilising and co-ordinating resources within ECS and other LCC services as required;
- informing LCC Civil Protection Unit; • supporting in school's management of incident.

The ELO is responsible for the following decision making:-

Decision 1: In consultation with the school, the ELO will determine whether the incident is deemed critical. The decision for determining whether an incident is deemed critical is based on the definition of a critical incident. This essentially involves making a judgement that the incident:-

- constitutes a serious disruption;
- has arisen with little or no warning;
- on a scale beyond the coping capacity of the school;
- requires assistance from Emergency Services, and/or LCC and others.

Other factors which may be taken into account could include:-

- school's coping capacity being diminished because it is not operating under normal conditions;
- experience of Headteacher/Management Team;
- combination of adverse circumstances.

See Resource Sheet 10 ELO Information Checklist and Appendix C for Sample Log If the incident is deemed not to be critical:

The ELO should advise the school on its actions as required. Arrangements should be made for the school to keep in regular contact with the ELO so that the situation can be monitored and additional advice provided as necessary. Depending on the unfolding of events, it may become necessary to deem the incident as critical at a later point in time.

If the incident is deemed critical:

Decision 2: To decide whether the ELO should go directly to the school or temporarily stay in place and coordinate the additional resources from their base.

Decision 3: In consultation with the school the ELO will determine what additional resources are required and who will mobilise them accordingly.

Decision 4: In consultation with the school the ELO will determine whether the County Council Civil Protection Unit also needs to be involved.

The County Council Civil Protection Unit should become involved where an incident:-

- is of a large scale magnitude i.e. involves large numbers of people, covers a wide geographical area beyond the school or affects a number of schools;
- requires a co-ordinated response between Local Authority resources and volunteers;
- requires additional resources beyond those available to ECS;
- when/if requested by emergency services.

Decision 5: In consultation with the school, the ELO will determine whether LCC Head of Insurance should be involved.

The LCC Head of Insurance should become involved where an incident:-

- requires assistance from an insurance professional;
- has caused major damage to premises;
- when damage to the building has caused major disruption to the school's activities;
- any other occasion where head of LCC Insurance or his representative deems it necessary.

2. CHILDREN'S SERVICES

The LCC ECS is able to mobilise a response team of experienced and trained professionals as part its Critical Incidents Protocol.

Aims:

To provide a service that enables a school and school community to cope and come to terms with the emotional and psychological impact of a critical incident and its consequent effects through:-

- normalisation-helping those involved realise that their physical, mental and emotional responses are entirely normal and that it is the incident that is abnormal;
- reduction of tension through the airing of feelings;

- cognitive organisation- making sense of the experience and incorporating it into the frame of reference and meaning with which they understand themselves in the world;
- validating and enhancing existing ways of coping/mobilising inner resources to develop new ways of coping.

The work of the support agencies should be seen as supporting and complementing rather than replacing the work of school based staff.

Protocol:

1. Following a decision between the school and the Emergency Liaison Officer that a critical incident has occurred, the ELO will inform the Principal Educational Psychologist or appointed deputy.
2. The Principal Educational Psychologist will instigate its response plan.
3. The ELO is the contact for all supporting agencies and will provide:
 - the name and contact details for the person(s) co-ordinating the school response.
 - information about the critical incident.
 - details of the school's incident management plan and actions that the school have already taken.
 - other agencies that are involved and their actions to date.
 - tasks that the critical incident team might undertake. 4

. A co-ordinated response will be agreed in conjunction with the needs of the school.

Tasks that a Critical Incident Response Team (CIRT) could undertake

- Advice to the person(s) co-ordinating the school response on appropriate actions at individual, group and/or whole school levels for managing trauma, stress and bereavement reactions amongst children, their families and school staff;
- Advice to school staff and parents on appropriate actions for managing trauma stress and bereavement reactions amongst children and also with regard to themselves, colleagues and/or other family members;
- Liaison and support for pupils, families and wider community and also to provide access and support in terms of language and culture;
- Individual and group support and counselling for children and adults who have identified themselves or who have been identified as requiring support. This might include specific therapeutic approaches such as debriefing. (i.e. A carefully structured opportunity to talk thorough experiences and feelings in a supportive atmosphere and receive feedback, validation and help in coming to terms with the thoughts and feelings being expressed).

3. PLANNING AND ASSET MANAGEMENT (PAM)

The Emergency Liaison Officer will inform the section of any incident that results in the school or any part of the school being taken out of use.

Role and responsibilities

The role of PAM includes:-

- an immediate response to an incident that requires action in respect of the building eg. fire, flood;
- liaison as appropriate with all emergency services;
- co-ordination with Mouchel Property Services to undertake a damage assessment; mobilising and coordinating resources within LCC services;
- involving Diocesan officers as necessary in the case of an aided school.

In liaison with the ELO and the school, PAM will advise on the following:-

Decision 1 Whether the school can continue/resume use of the premises with the minimum amount of disruption.

Action: PAM will work with the school and LCC Property Services to ensure that the premises are safe and fit for use.

Decision 2: Whether the school can use only part of the premises or the premises are totally unusable.

Action: PAM will authorise action to ensure that alternative accommodation is provided as soon as possible.

4. THE COUNTY COUNCIL CIVIL PROTECTION UNIT

The County Council Civil Protection Unit is responsible for preparing emergency plans to enable the County Council and District and Borough Councils to respond to an emergency. Plans are made in conjunction with the various local authorities, emergency services, industry, the utilities and voluntary organisations, and training events and exercises are held.

The team provides round the clock emergency cover, to receive notification of emergencies and to activate and co-ordinate an effective response. This operates 24 hours a day, 365 days a year.

The Civil Protection Unit will contact an education officer who will liaise with the headteacher if an incident occurs out of school hours. (See Appendix : Contact Telephone Numbers)

The Civil Protection Unit maintains a comprehensive list of the organisations and individuals with whom contact may be needed in the event of an emergency, for example

- Providers of food, transport and equipment;
- Environmental and industrial organisations; • Utilities (gas, water, electricity, telecommunications);
- Government agencies;
- Voluntary bodies such as WRVS and British Red Cross;
- Counselling services. One of the Civil Protection Unit roles is to make plans for events where there are large crowds. In addition to sports stadiums where specific safety regulations apply, there are special events including the Lincoln Christmas Market and RAF Waddington Air Show. The team also works closely with industry to prepare offsite emergency plans to mitigate the effects of a major industrial accident.

In an increasingly complex society there has been an increase in incidents over the past few years, some of the more notable local ones being:-

Kirton Fire Sutton on Sea Gas Incident

Bardney Chemical Fire

Coastal Oil Pollution

Flooding

The Civil Protection Unit can provide assistance during all phases of an incident

5. PERSONNEL SERVICES

Offers a strictly confidential and comprehensive range of support services, the aim being to improve health, promote well-being and alleviate distress.

6. LINCOLNSHIRE COUNTY COUNCIL PUBLIC RELATIONS TEAM

In a crisis it is inevitable that the media will contact the school. This can be seen to be insensitive and uncaring by school staff, but it is a part of any journalist's job. Obviously the scale of media interest will depend on the crisis. It could range from two/three phone calls to a number of television crews turning up at the school gates, demanding interviews with the Headteacher and parents.

The public relations team can field media calls, and issue statements on behalf of the school. Those statements should be agreed with the headteacher/deputy or chair of governors. If there is intense media interest then media relations officers will also visit and handle press queries on site.

In the case of an aided or controlled church school the Public Relations Team will liaise with the Diocese over press statements whenever possible.

7. LCC HEALTH AND SAFETY

The Health and Safety Team provide advice and guidance to schools on any matters concerning the health and safety of staff, pupils, volunteers or visitors.

Certain critical incidents, such as death or major injury as a result of an accident, will require immediate reporting to the Health and Safety Executive. The Health and Safety Team are able to carry out this reporting on the school's behalf. Additionally the Team can assist with investigations to determine causes of incidents and make recommendations to prevent recurrence.

Out of normal office hours the Health and Safety Team can be contacted through the Civil Protection Unit. (See Appendix for contact numbers.)

8. INSURANCE

The Insurance Section with the County Treasurer's Department manages all aspects of insurance and risk management and will:-

- provide a full service of advice, assistance and support to schools concerning all aspects of insurance and risk management;
- liaise with schools, insurers, advisers, solicitors etc. to provide an efficient day to day service;
- ensure that all areas of risk are adequately covered and limits of indemnity are reasonable in line with current trends;
- provide Governors and their staff with information and assistance to reduce the need for their budget and resources to be used unnecessarily for insurance and risk management purposes;

- process all claims and enter into correspondence with claimants and their legal representatives as appropriate;
- handle all insurance matters related to a County Court Summons and any legal requirements within fixed timescales;
- reduce the impact and disruption to schools should the premises suffer serious damage or be rendered unusable, by immediately enlisting the attendance of suitable professionals;
- obtain all documents to defend a claim within the set legal time limits;
- provide assistance to insurers and solicitors to enable a claim to be properly defended.

9. DIOCESE

- The Diocese will be available to provide pastoral support if requested by the school.

MONITORING INCIDENTS AND EVALUATING RESPONSE

1. INTERNAL MONITORING AND EVALUATION

After managing an incident it is good practice to review the procedures and update or amend the Incident Management Plan in the light of experience and lessons learned. However, it is always worth remembering that no two incidents are the same and that only general conclusions can be drawn.

2. EDUCATION AND CULTURAL SERVICES MONITORING

It is very useful for ECS to build up a bank of experience and knowledge from schools which are able to provide examples of good practice. We therefore request that when drawing up an Incident Management Plan that schools not only reflect on and review their own practice but provide ECS with details of any incident which necessitated the implementation of the Incident Management Plan. This would serve a number of purposes:

- As an evaluation of the effectiveness of ECS' published guidance;
- To record the experiences of schools to build up a bank of good practice which can be used in the future to make responses more efficient and effective;
- To enable a school to be put into contact with another which has already dealt with a similar incident for mutual support and advice;
- To evaluate the responsiveness and effectiveness of ECS support, if accessed.

GLOSSARY

CIRT- Critical Incident Response Team

CPO- Civil Protection Officer

CPU- Lincolnshire County Council Civil Protection Unit

EBD- Educational and Behavioural Difficulties

ECS- Lincolnshire County Council Education and Cultural Services

ELO- Emergency Liaison Officer

EPS- Education Psychology Service

HT- Headteacher

PAM- Planning and Asset Management

SIMP- School's Incident Management Plan

SIMT- School's Incident Management Team

CONTACT INFORMATION

Emergency contacts to be included in a School Incident Management Plan and updated accordingly.

School Emergency Contacts

Chair of Governors – Mr Andrew Hancy 07799695230

Headteacher – Miss Donna Winters 07792853507

Deputy Headteacher – Mrs Emma Toulson 07913248191

Senior Federation Lead – Mrs Rebecca Miller 07887247754

Lincolnshire County Council

Director of Education (Debbie Barnes)- 01522 553201

Head of Education Support – 01522 553213

Emergency Liaison Officer (Emergency Planning Unit) – 01522 843402 (Office hours) 0141 397 9363 (Outside office hours, request a call back from the Emergency Planning Duty Officer)

Lincolnshire Police Control Centre- 01522 532222 or 101 (if urgent or life threatening ring 999)

Police – 999

East Midlands Ambulance – 999

Lincolnshire Fire and Rescue – 999

Education Psychology Service – 01522 55473 (Lincoln) 01522 553473 (Sleaford)

Lincoln County Hospital – 01522 5125125

Children's Services Team – 01522 782111

The Samaritans – 1160123

Local Authority Designated Officer (LADO) – 01522 554668

Children's Services out of hours contact – 01522 782333

TEACHER ASSOCIATIONS

NUT- 020 7388 6191

National Association for Primary Education- 01604 647 646

NASUWT- 0121 453 6150

Association of Teachers and Lecturers- 0207 930 6441

National Association of Headteachers- 0300 30 30 333

UNISON- 0800 171 2193

RELIGIOUS ORGANISATIONS

Diocesan Education Team- 01522 504010

Lincoln County Hospital Duty Chaplain 01522 573080

LOCAL SERVICES AND ORGANISATIONS

Lincolnshire Centre for Grief & Loss. 19 Carlton Mews, Lincoln LN2 4FJ. Tel: 01522 546168

Lincolnshire Here4You Advice Line (Healthy Minds and CAMHS)- 0800 234 6342

ALD Service / Working Together Team – 01775 840250

NATIONAL ORGANISATIONS

CRUSE-Bereavement Care Phone: 0800 808 1677 Website: www.cruse.org.uk

Telephone counselling service for those who are bereaved and those who care for bereaved people. Can offer referrals to local Cruse branches and other bereavement and counselling services throughout the UK.

The Compassionate Friends Phone: 0345 123 2304

Support for bereaved parents who have lost a child of any age from any circumstances.

Winston's Wish Family Line Phone: 0800 020 021

Information and guidance for families of bereaved children. Can provide contact details for local groups which support bereaved children.

The Samaritans Phone: 116 123

Confidential emotional support for anyone in a crisis

Survivors of Bereavement by Suicide Phone: 0300 111 5065

Can provide details of local self help groups for those bereaved by suicide

Childline Phone: 0800 1111. National help line for children

British Red Cross National Office 0344 871 11 11

National Society for Prevention of Cruelty to Children Phone: 0808 800 5000

RESOURCE SHEET 2- INCIDENT LOG

Location:

Nature of Incident:

FOR RECORDING VITAL INFORMATION IN THE EVENT OF A MAJOR INCIDENT

Name:

Date	Time	Name and Nature of contact	Action Agreed

3- SAMPLE LETTER – INFORMING PARENTS

Dear Parents/Carers,

You may have heard/ It is with sadness and regret that I have to inform you (known facts of the incident)

As a school community, we are all deeply affected by this tragedy/ I am sure that you will wish to join me and my staff in offering our condolences and sympathy to those affected/to , (refer to individuals/families affected only where it is appropriate to release this information)

I have spoken to all pupils and staff in school about what has happened and you will need to be aware of the following arrangements that we have made:

Details about

- school closure;
- changes to timings of school day transport;
- lunch time arrangements;
- changes to staffing;
- arrangements for specific classes/year groups;
- counselling support [See Resource Sheet 7: sample letter to parents re counselling] provision of further information;
- If appropriate, advice about media contacts.

I think it is very important that we all take the time to talk with and reassure children about what has happened. This is likely to be a very difficult time for us as a school community and we will all need to support each other.

We appreciate the expressions of concern we have received, however it would be helpful if parents did not telephone the school during this time so we can keep phones and staff free to manage the situation.

Yours sincerely

RESOURCE SHEET 4 – PUPIL MEETINGS – INFORMING PUPILS

- Pupils should be told simply and truthfully what has happened, in class groups or year groups. In some circumstances, it may be appropriate to bring pupils together as a whole school. Where this is the arrangement, then ensure that pupils have an opportunity to ask questions and talk through what they have heard with class teachers or smaller groups afterwards;
- Begin by preparing the pupils for some very difficult/sad news;
- Taking account of children's needs and backgrounds, give simple, factual information using language and concepts appropriate to the age of the children;
- Avoid using euphemisms- use words like 'dead' and 'died', etc;
- Pass on facts only; do not speculate on causes or consequences;
- If questions cannot be answered this should be acknowledged;
- Address and deal with rumours;
- Try to give expression to the emotions that individuals may be experiencing such as shock and disbelief and explain that strong and difficult feelings are a normal part of the process of coming to terms with this sort of experience;
- Do not refrain from referring to the deceased by name, perhaps highlighting some positive aspect(s) of their lives;
- Finally, explain what arrangements the school has in hand for coming to terms with what has happened.

"I've got some very sad news to tell you today that might upset you. There is a serious illness called meningitis. Sometimes people with meningitis get better but sometimes people die from it. Some of you will have known that Jane Smith in Year 4 was suddenly taken ill last week. I have to tell you that Jane died in hospital yesterday.

Like me, many of you will find it hard to believe that this has happened. It is obviously a very big shock for us all. Jane was such a happy girl who got on well with everybody. We will all miss her.

It is important for you to know that strong and perhaps difficult feelings are part of the normal process of coping with this sort of situation. It will help to talk about what has happened and about your thoughts and feelings. Please do take the opportunity to talk to your family, friends, teachers and adults in school. This is likely to be a difficult time for us as a school community and we should all try to support each other. Please come and talk with me if you have any questions or if you just want to talk."

RESOURCE SHEET 5 – IDENTIFYING INDIVIDUALS WHO MAY BE VULNERABLE

Place individuals within appropriate groups identifying each group (L – low risk, M – medium risk and H – high risk) according to the following criteria and degree of concern.

- At greatest risk as part of incident;
- Siblings/relations;
- Close friendships;
- Any perceived culpability/responsibility;
- Being blamed/scapegoated;
- Displaying emotional distress (See Resource Sheet 9);
- Previous bereavement/trauma;
- Pre-existing Emotional and Behaviour Difficulties (EBD)/mental health issues;
- Pre-existing home instability/stress;
- Learning difficulties;
- Culture and/or language issues.

RESOURCE SHEET 6 – EMOTIONAL DISTRESS – SUPPORTING THE INDIVIDUAL PUPIL

Be accepting and allow the pupil to express their emotions. Ask open ended questions such as "How are you today ?" or just sit with them if this is what you feel is appropriate. Avoid touching or hugging if in a room by yourself but try to be as natural and unembarrassed as possible. Have some tissues to hand. It might be appropriate to use reflective listening by repeating back to the child what they have said and/or summarising. This gives an opportunity for the child to elaborate and/or modify what they have said as well as an opportunity to hear a perspective on their own experiences. Sometimes it is helpful to give a name to the emotion that you are hearing being expressed, "That sounds very sad", "Did you feel angry then?".

You might have to explain your limits of confidentiality and tell the pupil(s) that because of the nature of the incident certain information may have to be passed on to others, such as the police.

Don't forget that knowing what to say is far less important than being able to listen in a sympathetic and supportive manner. If it seems appropriate to offer advice, then strategies for the pupil that you might want to suggest could include:-

- Talking to their family and friends;
- Crying and expressing their emotions in a suitable safe context;
- Maintaining normal routines;
- Eating normally; • Taking physical exercise;
- Maintaining normal sleep patterns;
- Carrying on seeing and being with friends;
- Listening and playing music;
- Being creative through art, drama, music, etc;
- Maintaining interests and pastimes.

As part of such sensitive support, it will be important to ensure that the pupil can continue to seek support from you but without them becoming dependent. If appropriate, agree a set number of sessions at a set time and place where you can be confident of not being disturbed. Ensure your own safety and accountability by informing parents and staff of any such arrangements.

Using a visual aid such as an outline of a hand, ask the pupil to identify five individuals, such as staff, peers, family or other adults who they feel they could approach as part of their support network to help them feel safe. Ask them to test it out and if all else fails they could always use Childline or NSPCC.

Additional Considerations

- Liaise with parents/carers as appropriate;
- Consider liaising with colleagues to differentiate work outcomes/homework, etc or arrangements for managing the pupil's emotional distress in class;
- Be aware that holidays, Christmas, birthdays and the anniversary of the event that has caused distress can mark points of particular emotional vulnerability;
- Take into account other agencies or professionals who may be involved, consider providing pupil(s) with information about youth counselling and information services/other community support as appropriate;
- If a pupil is experiencing persistent and intrusive thoughts, as described in Resource Sheet 9, then serious consideration should be given to accessing specialist child mental health services. Referral can be made by the family, via their GP or by the Education Psychology Service (EPS) or Support Teacher linked to the school or indeed by the school nurse or doctor.

Finally, do not underestimate the emotional demands of this sort of work or the confusion that might arise from any of your own unresolved issues. Ensure that you have the opportunity to talk through any form of support that you provide for an individual pupil with a trusted colleague.

RESOURCE SHEET 7 – SAMPLE LETTER TO PARENTS – ARRANGEMENTS FOR COUNSELLING CHILDREN

Dear Parents/Carers,

As a school community, we have all been affected by the recent tragedy involving As part of our care and support for the children, we have been able to make arrangements involving outside agencies to provide counselling and support for children in school. We would like to make this available to your child. T

his support is likely to consist of staff and professionals from outside agencies talking to pupils in small groups and offering advice and reassurance as appropriate.

Please contact me if you have any objections or queries regarding this.

Yours sincerely,

RESOURCE SHEET 8 – EMOTIONAL DISTRESS – CLASS MANAGEMENT

- Maintain normal routines and care;
- Be prepared to be more tolerant and accepting of children who might be more restless, distractible, irritable, emotionally volatile and or difficult to engage than would usually be the case;
- Where possible and where this is something that the pupils clearly need, be prepared to deviate from your lesson plan to allow them to talk and ask questions;
- When in discussion with children, do not be afraid of referring to deceased person(s) by name;
- Be honest when answering questions. Do not be afraid of saying that you do not know the answer or that the question is one that is too difficult for you to answer. Taking account of children's needs and backgrounds, give simple, factual information using language and concepts appropriate to the age of the children and avoid using euphemisms;
- Consider setting up a 'questions post box'. Consider how best to follow up questions raised;
- Allow children to talk about their feelings including difficult, confusing and complex feelings. Give them the message that it is OK to talk and that their feelings are a normal experience given the situation. Be accepting;
- In the same way, allow younger children to express themselves through their play. They are likely to feel the need to 'work out' difficult and confusing experiences and play gives them the opportunities to act out some of the issues. Adults may feel uncomfortable witnessing children's excitable 'playing out' of what has happened and may feel the need to intervene. Try to be understanding except where this is clearly unhelpful and/or distressing for other children;
- Allow children to support each other;
- Manage discussion in a calm and reassuring manner. Allow the expression of feeling but try to manage the emotional temperature. Try to help the children to achieve a sense of perspective. Reassure children about anxieties that they may be experiencing;
- Consider setting up a display area for artwork, writing, mementos that the children may wish to contribute;
- Calmly and, where possible, discreetly intervene if it is the case that individual pupils are clearly too distressed to remain in class. Ask if they want to remain in class but in an area away from the main body of children. Make sure that a friend supports them. If appropriate, send them with a friend to whatever pastoral support arrangements are available in school. Inform parents;
- Be aware of other children in your classes who may not be so visible but who nevertheless may be struggling to cope. Make times and opportunities for them to talk. Inform parents;

- Make opportunities to talk to children on an individual or small group basis as part of your social contact with the children. Even if the children are not very communicative, just being available can be very supportive;
- In line with the school's policy and procedures for dealing with racial harassment or bullying, intervene where you are aware of any sign that this may be occurring.

- Finally, ensure that you are caring for yourself.

RESOURCE SHEET 9 – EMOTIONAL DISTRESS – SIGNS AND SYMPTOMS

A crisis may cause different reactions in different children in different ways. Some of the more common reactions include:

Physical:

- Wetting/soiling 'accidents';
- Disturbed sleep, bad dreams, fatigue;
- Lack of energy, listlessness;
- Headaches, tummy aches, muscle aches;
- Change in appetite/weight;
- Lowered resistance to illness;
- Alcohol/drug abuse.

Cognitive:

- Difficulties in concentrating and/or forgetfulness;
- Loss of previously acquired skills;
- Deterioration in standards of work;
- Being more accident prone;
- Reduced interest in usual activities and interests;
- Appearing preoccupied.

Emotional/Behavioural:

- Numbness; • Feeling of irritability, anger, aggressive behaviour;
- Nervousness, jumpiness, panic feelings;
- Raised levels of anxiety, fear of dark/confined spaces;
- Feeling overwhelmed or confused; • Feeling insecure/clinging behaviour;
- Regression to behaviour of a younger child;
- Repetitive 'acting out' through play/drawing, etc;

- Crying spells; • Mood swings;
- Apathy, hopelessness, depression;
- Guilt; • Withdrawal from relationships;
- Suicidal thoughts. Be alert to delayed reactions that may occur sometime after the actual incident.

When To Refer On

Where an individual is experiencing:-

- persistent and intrusive thoughts, dreams or flashbacks to do with the distressing event;
- avoidance of features associated with the distressing event;
- physical, cognitive, emotional/behavioural symptoms as noted above.

Then serious consideration should be given to accessing specialist child mental health services. You will obviously want to discuss this with the family and referral can be made via their GP. The educational psychologist or support teacher linked to the school or indeed the school nurse or doctor can also make referral.

RESOURCE SHEET 10 – Emergency Liaison Officer (ELO) CHECKLIST

Contact details for the incident within the school.

Information about the incident :

- When and where;
- Number and nature of injuries/fatalities/damage sustained;
- Actions undertaken by the emergency services;
- Actions undertaken by the school;
- Actions planned to be undertaken by the school;
- Other agencies involved and their actions;
- Nature of support being requested by the school;
- Actions agreed to be taken