



# The Richmond School

## **CRITICAL INCIDENT AND BUSINESS CONTINUITY MANAGEMENT POLICY**

To be reviewed annually by the Full Governing Body

Last Review: Jan2023

**Approved by Governing Body on:**

**Signed:**

## Introduction

The handling of a crisis is a normal part of school life, but some incidents are of a critical, more overwhelming nature, and sadly in recent years, incidents previously deemed unthinkable, have occurred in schools in the UK.

This policy is our school's contingency plan designed to provide a framework for handling a critical incident and to enable the business to resume as soon as possible. The formulation of this policy is intended to clearly define the roles, responsibilities and procedures to follow, for school staff dealing with such an incident. Each critical incident is unique, and it is not possible to plan for every eventuality, but similarly each critical incident can be shocking and disorientating so a prepared procedure is essential to ensure that the school's reaction is effective and efficient.

The details contained within this document will form the basis of the school's approach to such a crisis. Co-ordinated support will be available to the school from Lincolnshire County Council (LCC), and it will be practical to contact LCC immediately.

If the incident involves the police, they will take control of certain management issues.

**A Critical Incident and Business Continuity Management Team** will comprise the following staff:-

- Headteacher
- Chair of Governors
- Deputy Head teacher
- Assistant Headteachers
- SENDCo
- Bursar
- Site Managers
- IT Consultant – 07540667382 josh.carlton@infotechdirect.co.uk

<b>FOR EMERGENCY CONTACT LIST SEE APPENDIX 1</b>
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Potential incidents which could affect The Richmond School Primary School are considered to be:-

- i) Fire/flood
- ii) Health risk – outbreak of contagious illness/disease like COVID-19 or meningitis
- iii) Fatal road traffic accident
- iv) Serious injury on out-of-school visit
- v) Computer failure – e.g. risk of virus/hacker/parasite invasion from internet with additional implications for data protection
- vi) Disruption to power, utilities or supplies lasting any length of time
- vii) Death of a pupil or member of staff

- viii) Natural disaster within the community
- ix) Consequences of terrorist or criminal activity
- x) Severe weather in local area lasting anytime

The School's reaction to a critical incident can be divided into the following categories:

- a) Immediate action
- b) Short term action
- c) Medium term action
- d) Longer term action

## **IMMEDIATE ACTION – DAY 1 (within hours of the incident occurring)**

1. Remove people from danger
2. Assess the situation and obtain and collate information relating to the incident – uncertainty breeds rumour and accurate information is essential; a clear concise record of actions taken MUST be kept by those involved
3. Gather and brief the CI&BCMT (Critical Incident and Business Continuity Management Team) – brief the team, allocate roles and responsibilities
4. Make sure other people are safe and looked after; arrange first aid for casualties
5. Call the emergency services as required and provide the following information:
  - Precise location (including postcode)/ The name of the school
  - Description of the incident
  - Time of the incident
  - Number of casualties
  - Report missing persons
  - Nature of injuries
  - Total number in the party (if an offsite visit)
  - Your name and telephone number
- 
6. Trigger support from LCC and other contacts on emergency list (see appendix 1)– establish clearly who is going to contact whom;
7. Decide whether the premises can be maintained – In the event of it being necessary to evacuate the School, **Skegness Grammar School** is the emergency centre. Registers/access to contact/medical information should be taken by administrative staff.
8. Set up an incident management room and dedicated phone line – to deal with calls from anxious parents etc. CI&BCMT should agree a factual statement and avoid speculation;

9. Contact families of pupils and staff affected– this must be done quickly and with sensitivity. Consistency of information is vital. It may be appropriate for families to come to school and immediate emotional support could be a possibility. CI&BCMT need to consider outside professionals to support and debrief staff and pupils affected by the incident. Those providing support also need support ;
10. Encourage people directly involved to talk – the incident may need to be discussed before children go home for the day, for both pupils and adults. ([See Appendix 2](#))
11. Make arrangements to inform other parents – may need to take advice from LCC, especially if there is the possibility of legal liability. CI&BCMT may wish to send a letter to parents, or prepare a leaflet.
12. Inform teaching and other school staff - Staff need to be cautioned about talking to the media or responding to questions from reporters. It is vital that all staff in contact with pupils are kept well informed and feel secure in handling comments or questions from pupils.
13. Inform pupils – this can be done in small or large groups depending on which is most appropriate. Care needs to be exercised to protect both children and adults closely involved in the incident and *especially any vulnerable children on the Special Needs Register*. It is important that children receive a consistent account of the incident allowing for differences in their ability to understand. ([See Appendix 2](#))
14. Deal with the media – No adult should speak to the press/media under any circumstances without the express permission of the adult in charge of the school at the time e.g. The Head Teacher. Most important to seek advice from LCC before agreeing to speak to or be interviewed by the media. Media requests for information should be directed to the Director of Children’s Services. Any other statements should first be checked with Lincolnshire County Council Public Relations Officer and with the emergency staff at the scene. One person only should be nominated to talk to the media – preferably an LEA member as above. If this is not an option then an agreed text for release should be prepared by the CI&BCMT and a designated spokesperson briefed and prepared to respond on the school’s behalf.

### **SHORT TERM ACTION – WEEK 1 (DAYS 1 TO 7)**

Short term Action Plan - the CI&BCMT will need to plan their short term reaction to the incident. It may include the following:

1. Continue to liaise with LCC for advice – share the short term plan when it has been completed.

2. Reunion of children with their families – especially where the incident occurs outside the school. Mostly children will need to be brought home, but sometimes parents and families need to visit the scene of the incident to understand how they deal with repercussions in terms of children's fears etc.
3. Managing staff – support needs organising for all staff, preferably from within the School, but using outside agencies if appropriate. Staff monitoring should be a priority, even members of the CI&BCMT. If a crisis persists over many hours staff may become tired, weary and upset and this affects their powers to make sensible decisions.
4. Assess the capacity to recover completely and identify any critical aspects of the school's business which need to continue – SATS examinations may need to be taken. Data submission at the year end may need to be input. The detailed sub plan should be passed to the CI&BCMT.
5. Re-establishing routines – every attempt should be made to provide continuity for the children. A timescale for the resumption of activity should be established and alternative premises sourced, if necessary. Ensure a Health and Safety assessment of the new arrangements is carried out, also taking into account any special needs. The return to school of staff or pupils directly affected by the crisis will need to be managed carefully and with sensitivity but the reestablishment of routine is an important stage in emotional recovery.
6. Decide which, if any, premises services need to be halted
7. Ensure all equipment and premises are made secure.
8. Encourage pupils to talk – activate strategies for enabling young people to talk about the incident, and their feelings, using outside agencies if appropriate. Staff will need briefing about ways to help the children affected by the incident, and how to identify patterns of behaviour etc. This may have implications for the wider curriculum i.e. training in bereavement counselling for staff, provision of a range of books, PSHE discussions etc. ([See Appendix 2](#))
9. Debriefing Communication – it may be appropriate to hold a debriefing meeting for staff, children and parents to:
  - I) clarify what has happened
  - II) allow for sharing reactions
  - III) reassure people that reactions are normal
  - IV) mobilise resources e.g. parental support groupsAn experienced person, possibly someone from outside the school community, should lead this meeting. ([See Appendix 2](#))  
Alternatively, a daily posting on the website or newsletter may be appropriate. The CI&BCMT should continue with daily briefings.
10. Formal and informal recognition of rituals – it is important to remember to express sympathy to families of the hurt or bereaved. Visits to children/staff in hospital. Pupils

may wish to send cards and letters. The school may also need to consider attendance at funerals, and/or the desirability of holding special assemblies or memorial services.

## **MEDIUM TERM ACTION**

### **WEEK 2 (DAYS 8 TO 14)**

1. An assessment of the school's ability to resume business – this should be considered and approved by the CI&BCMT, in consultation with the LCC emergency response team.
2. A report should be given to the governing body – to fully apprise them of the incident.
3. A timetable for the staged resumption of normal activity – should be drawn up and approved by the CI&BCMT.
4. Establish responsibility for each area of the business to resume - one person should accept responsibility for each area of the business.
5. Keeping staff informed – Brief staff on the timetable for resumption of normal activity and the persons responsible for each area of the business. Ongoing monitoring and support for staff is a major consideration. The CI&BCMT especially will not be immune to reaction from their ordeal.
6. Return to School for staff or children after long absence – reintegration will need to be planned carefully, and may involve home visits prior to return, part time attendance initially, reducing workloads, putting in place mentoring process etc.
7. Consulting professionals – consideration should be given to consulting the Educational Psychology Service for support and guidance, especially to help those showing unusual or prolonged reaction to the incident.
8. Keeping parents informed – Communicate the timetable for resumption of normal activity to parents. It may be appropriate to produce a leaflet for parents giving guidance on the possible delayed reactions of children to an incident and making suggestions to help them deal with these.
9. Daily Briefings - consider whether daily briefings for the CI&BCMT are necessary.

### **WEEK 3 (DAYS 15 TO 21)**

1. Review the timetable for resumption of normal activities – if activities have not fully resumed investigate why.
2. In each area of the business – identify any outstanding issues preventing or slowing the resumption of normal activities. Address the issues and set clear targets for a return to normality. Draw up a revised timetable.
3. Staff, Pupils or Parents – Brief each group as appropriate (include the revised timetable), address any issues and take any necessary action.
4. Daily Briefings – If daily briefings are being held, consider whether they are necessary and if a weekly briefing may be more appropriate.

## WEEK 4 (DAYS 22 TO 28)

1. Review the timetable for resumption of normal activities – if activities have not fully resumed investigate why.
2. In each area of the business – identify any outstanding issues preventing or slowing the resumption of normal activities. Address the issues and set clear targets for a return to normality. Draw up a revised timetable.
3. Staff, Pupils or Parents –Brief each group as appropriate (include the revised timetable), address any issues and take any necessary action.
4. Daily Briefings – If daily briefings are being held, consider whether they are necessary or if a weekly briefing may be more appropriate.

## LONG TERM ACTION

Monitoring the vulnerable – the effects of a crisis can reverberate for years, and it is especially important that new staff and children are briefed in the school's history to help them understand and deal with potential repercussions especially at anniversary times.

Marking anniversaries – these difficult times need to be treated with sensitivity. Some suggestions for schools to mark anniversaries are by annual concerts, memorial services, memorial prize giving ceremonies, memorial gardens etc.

Legal processes – the length of time taken over some legal processes can prolong the recovery process following a critical incident. CI&BCMT may need to plan for this especially where staff may be involved attending legal processes, and facing extended emotional trauma.

Curriculum implications – it may be appropriate to schedule INSET training for staff in loss counselling, bereavement etc.

## CONCLUSION

The prime objective, shared between the school and LCC, is to serve the best interests of pupils and staff in coping with an incident, collectively and individually. Schools that have made contingency plans for responding to a critical incident are likely to cope better and recover more fully.

This policy has been compiled to provide guidance, in the hope that it will never be necessary to refer to it in the context in which it has been written. It is impossible to plan for every eventuality and, by their nature, critical incidents will disorientate and overwhelm those involved. A format for a whole School response to such an incident will provide focus for those with whom the responsibility will rest.

School Policy Files – paper copies available from Clerk to Governors or electronically available on the W Drives.

Critical incident box SBM office

Full Critical Incident Pack will include:

**Critical Incident Policy**

Pupil Contact Details (from Integris)

Staff List Contact Numbers (from Integris)

Governor List (from Clerk to Governors)

Pupil Medication Records (from Integris)

Other school numbers

Emergency Closure Policy Local Map identifying public telephone, police station, fire station, ambulance station, alternative parking, hospital, local schools

Back Up Tape – Administrator Home

School Plans showing fire points, isolation points for gas, water services, assembly points, storage areas of flammable products, fire extinguishers, oxygen

Road Map (google maps)

Pens Paper



# Emergency Contact List And Site Plan

## EMERGENCY CONTACT LIST

### Critical Incident/ Business Continuity Management Team:

EMERGENCY SERVICES: 999

### Lincolnshire County Council (LCC) EMERGENCY RESPONSE:

Emergency Planning Officer - Fire and Rescue (Office Hours) 01522 582220

(Out of Hours) 01522 888111

### DEATH OF A PUPIL/MEMBER OF STAFF

School Liaison Officer (see School Admin handbook A13) 01522 554884

### ICT ASSISTANCE

IT Consultant 07834958006

LINCOLNSHIRE POLICE CONTROL CENTRE: 01522 532222

STAFF/PUPIL LISTS: See Integris System

GOVERNING BOARD: See Integris System

## **SITE INFORMATION**

**KEYS/ACCESS:** (see Integris for contact details)

**Head Teacher:**

**Deputy Headteacher**

**School Business Manager**

**Caretaker:**

### **SITE PLANS HELD BY:**

Tim Wilkinson – Site Manager

**UTILITIES** – for location see **Site Plans**

**GAS: *Total Gas and Power (Provided through ESPO)***

In the event of a **gas leak** or supply needs to be turned off contact **0800 111 999**.

For further work or information contact ESPO 0116 2657884

**ELECTRICITY: *Western Power Distribution (Provided through ESPO)***

East Midlands Emergency Landline **0800 056 8090**

East Midlands Emergency Mobile **0330 123 5009**

**WATER: *Anglian Water* 0800 771 881**

**TELEPHONE: *BT* 0800 800 154**

**SITE PLAN OF THE RICHMOND SCHOOL PRIMARY SCHOOL**  
**(INCLUDING WATER, GAS AND ELECTRICITY MAINS)**

**Premises Services which may need to be halted or amended**

- Grounds maintenance
- Window cleaner
- P.H.S.
- Rubbish collection
- Milk supplier
- Fruit supplier
- PPA Specialist Services (e.g JB Sports)
- SEND
- Review the school/ Head teacher's diary for appointments (including SEN. outside agency appointments)
- ESPO – move or cancel deliveries
- Buses/taxis
- Crossing Patrol (ELDC Highways)

**Responsibility for the following areas of the business may need to be established:**

- Pupil welfare, including SEN.
- Staff Welfare
- ICT
- Premises
- Administration
- Parent Liaison
- Governor Liaison

# APPENDIX 1 – USEFUL CONTACTS

This information should be regularly checked and updated accordingly. – last updated Feb 2022

LINCOLNSHIRE COUNTY COUNCIL	
Head of Education Support	01522 553213 (Office hours)
Director's Office	01522 553201 (Office hours)
Emergency Planning and Business Continuity Service	01522 582220 (Office hours) 01522 888111 (Outside office hours, request a call back from the Duty EPO)
Communications Team	01522 553930 / 07920 889 243 (Office hours)
Educational Psychology Service	01522 553473 (Lincoln) 01522 553554 (Louth) 01522 553473 (Sleaford)
Employee Support & Counselling Service (LCC School Employees)	01522 555440
Health and Safety Helpline	01522 550485 01522 554917 <a href="mailto:corporatehealth&amp;safety@lincolnshire.gov.uk">corporatehealth&amp;safety@lincolnshire.gov.uk</a>
Advice for schools may be found on: <a href="https://www.lincolnshire.gov.uk/school-pupil-support/assurance-lincolnshire/2">https://www.lincolnshire.gov.uk/school-pupil-support/assurance-lincolnshire/2</a>	
School Services Transport Team	01522 782020
LCC Insurance Manager	<a href="mailto:insurance@lincolnshire.gov.uk">insurance@lincolnshire.gov.uk</a> (LCC or buy-back only)
Educational Visits	EVOLVE system <a href="https://evolve.edufocus.co.uk/evco10/unknown.asp">https://evolve.edufocus.co.uk/evco10/unknown.asp</a>
VINCI-Mouchel Property Service Centre 24hour helpdesk	01522 555555 (LCC or buy-back only)
EMTET (Ethnic Minority & Traveler Education Team)	01427 787190

Pupil Reintegration Team (PRT)	<a href="mailto:prt@lincolnshire.gov.uk">prt@lincolnshire.gov.uk</a> 01522 555798 (North Lincolnshire) 01522 555816 (South Lincolnshire)
School Admission Team	<a href="mailto:schooladmissions@lincolnshire.gov.uk">schooladmissions@lincolnshire.gov.uk</a>
The Specialist Teaching Team (STT)	<a href="mailto:STTenquiries@lincolnshire.gov.uk">STTenquiries@lincolnshire.gov.uk</a> 07824 320541
Dyslexia Outreach Team	<a href="mailto:DyslexiaOutreach@lincolnshire.gov.uk">DyslexiaOutreach@lincolnshire.gov.uk</a> Helen Lane: 07823 535473 Odette Read: 07778 534478
Enhanced Communication & Language Impairment provision for Students (ECLIPS)	<a href="mailto:ECLIPS@lincolnshire.gov.uk">ECLIPS@lincolnshire.gov.uk</a>
Sensory Education and Support Team (SEST)	<a href="mailto:SEST@lincolnshire.gov.uk">SEST@lincolnshire.gov.uk</a> 01522 554211
Liaise (A parent support service, to signpost parents for support e.g. for appeals for exclusion, EHCP process etc.)	<a href="mailto:liaise@lincolnshire.gov.uk">liaise@lincolnshire.gov.uk</a> 0800 195 1635
<b>TEACHER ASSOCIATIONS</b>	
National Association for Primary Education	01604 647 646
NUT	020 7388 6191
NASUWT	0121 453 6150 – Headquarters 03330 145550 – Support & Advice
Association of Teachers and Lecturers	0207 930 6441 – London Office
National Association of Headteachers	0300 30 30 333
Association of School and College Leaders	0116 299 1122
UNISON	0800 171 2193 – Join 0800 0857 857 – Contact Us
<b>RELIGIOUS ORGANISATIONS</b>	
Diocesan Education Trust	01522 504010
Lincoln County Hospital Duty Chaplain	01522 573080 – Non-urgent
Roman Catholic - Nottinghamshire	01332 293833

Diocesan Board of Education	
Islamic Association of Lincoln	01522 528743
Lincoln Jewish Minyan	info@lincolnjewishminyan.org.uk
<b>LOCAL SERVICES AND ORGANISATIONS</b>	
Lincolnshire Here4You Advice Line – Healthy Minds Lincolnshire and CAMHS	<p>0800 234 6342</p> <p>Grief and loss support packs are available to schools via LPFT's professionals hub (this is not a public facing resource page so please do not share the link outside of your setting) <a href="http://www.lpft.nhs.uk/young-people/lincolnshire/professionals/service-offer-and-referrals/healthy-minds-lincolnshire/healthy-minds-and-mental-health-support-teams-resources">www.lpft.nhs.uk/young-people/lincolnshire/professionals/service-offer-and-referrals/healthy-minds-lincolnshire/healthy-minds-and-mental-health-support-teams-resources</a></p> <p>In addition self-help information is also publicly available to young people and parents/carers at <a href="http://www.lpft.nhs.uk/young-people/lincolnshire/young-people/helping-you-help-yourself">www.lpft.nhs.uk/young-people/lincolnshire/young-people/helping-you-help-yourself</a></p>
Lincolnshire Centre for Grief & Loss	<p>19 Carlton Mews, The Carlton Centre, Lincoln, LN2 4FJ</p> <p>01522 546168</p> <p><a href="mailto:email@lcgl.org.uk">email@lcgl.org.uk</a></p>
ALD Service/ Working Together Team (WTT)	<p><a href="mailto:outreach@gosberton-house.lincs.sch.uk">outreach@gosberton-house.lincs.sch.uk</a></p> <p>01775 840250 (school office)</p> <p>07881 650631 (mobile for Vicki Fitzakerley-Operational Manager for WTT).</p> <p><a href="http://website.twtt.org.uk/">http://website.twtt.org.uk/</a></p>
<b>NATIONAL ORGANISATIONS</b>	
<b>CRUSE Bereavement Care</b>	0808 808 1677 – Free helpline
<p>Website: <a href="http://www.cruse.org.uk">www.cruse.org.uk</a></p> <p><a href="http://www.hopeagain.org.uk">www.hopeagain.org.uk</a> (a site for young people)</p> <p>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</p>	
<b>The Compassionate Friends</b>	0345 123 2304 - Helpline
<p>Website: <a href="http://www.tcf.org.uk">www.tcf.org.uk</a></p> <p>Support for bereaved parents who have lost a child of any age from any circumstances</p>	

<b>Winston's Wish Family Line</b> 08088 020 021 – Free helpline Website: <a href="http://www.winstonswish.org.uk">www.winstonswish.org.uk</a> Information and guidance for families of bereaved children. Can provide contact details for local groups which support bereaved children	
<b>The Samaritans</b> 0116 123 / 08457 90 90 90 Website: <a href="http://www.samaritans.org">www.samaritans.org</a> Confidential emotional support for anyone in a crisis	
<b>Survivors of Bereavement by Suicide</b> 0300 111 5065 – Helpline 0115 944 1117 – National Office Website: <a href="http://www.uksobs.org">www.uksobs.org</a> Can provide details of local self-help groups for those bereaved by suicide	
<b>Childline</b>	0800 1111 (free phone) National help line for children
<b>British Red Cross National Office</b> Advice on memorials and donations 44 Moorfields, London, EC2Y 9AL	0344 871 11 11 - Helpline
<b>National Society for Prevention of Cruelty to Children (NSPCC)</b>	0808 800 5000

# Appendix 2

## Letter Templates and Advice for Supporting Children Emotionally

### 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)*

I have now 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 now made:

#### *Details about*

- *School closure*
- *Changes to timings of school day transport*
- *Lunchtime arrangements*
- *Changes to staffing*
- *Arrangements for specific classes/year groups*
- *Counselling support (see sample letter to parents re. counselling) provision of further information*
- *If appropriate, advice about media contacts*

I think it is very important that we 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 into the School during this time so we can keep phones and staff free to manage the situation.

Yours sincerely

#### SAMPLE LETTER TO PARENTS – ARRANGEMENTS FOR COUNSELLING CHILDREN

Dear Parents

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.

This 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

## PUPIL MEETINGS – INFORMING PUPILS

- Pupils should be told simply and truthfully what has happened, in small groups if possible, such as class or year. 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 in 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 concept 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 highlight some positive aspect(s) of their lives;
- Finally, explain what arrangements the school has in hand for coming to terms with what has happened.

### Example Script

*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 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 with 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.*

## 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 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 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 sound 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 safe context;
- Maintaining normal routines;
- Eating normally;
- Taking physical exercise;
- Maintaining normal sleep patterns;
- Carrying on seeing and being 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 without them becoming dependent. If appropriate, agree to 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 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 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 professional who may be involved, consider providing pupil(s) with information about youth counselling and information services/other community support as appropriate;

#### EMOTIONAL DISTRESS- SUPPORTING THE INDIVIDUAL PUPIL cont...

- If a pupil is experiencing persistent and intrusive thoughts, as described in Emotional Distress – signs and symptoms, then serious consideration should be given to accessing specialist child mental health services. Referral can be made by the family, via their GP, by the EPS or Support Teacher linked to the school or indeed by the school nurse.
- 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.

## 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 normal, 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 the 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. If you continue to have concerns, refer them through the school's pastoral system. Inform parents;
- Make opportunities to talk to children on an individual 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.

## 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
- 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.

# Specific Emergency Incidents Support Prompts

- Member of public causing a nuisance or possibly armed outside
- Traffic accident on surrounding roads
- An intruder is identified in school
- The Computer systems fail
- Emergency closure/part closure of the school including Bad Weather procedure

**A member of the public is on surrounding roads/pathways causing a nuisance or who may be armed.**

- The incident is reported to the School office. The school will implement the school Lockdown Protocols as detailed in the Security policy:

**Then, IF IT IS SAFE TO DO SO:**

- Members of the Critical Incident and Business Continuity Management Team (CI&BCMT) alerted
- Ascertain location of the person and whether it is suspected that they may be armed
- Ascertain whether children are on the playground or field
- Office staff or member of CI&BCM Team to phone the Police on 999
- CI&BCM Team members monitor from a distance
- Wait for the Police to arrive

**Child involved in traffic accident on surrounding road.**

The incident is reported to the School office.

- Ascertain the nature and location of the incident
- Emergency Services/First Aiders contacted by office staff
- Members of the Critical Incident & Business Continuity Management (CI&BCM) Team alerted.
- First aiders and a person of lead responsibility set out for incident. Any other available staff to go to help manage the situation.
- Log of events opened by remaining initial response team member or managed response member.

**An intruder is identified in the School**

- The incident is reported to the School office. Members of the Critical Incident and Business Continuity Management (CI&BCM) Team alerted
- **The school will implement the school Lockdown Protocols as detailed in the Security policy:** Children in classes or vicinity are removed quickly to another part of the



building in or out on to School field. Or 'lockdown' procedures are followed, depending on the circumstances (blinds pulled down, doors locked).

- Member of the CI&BCM Team or office staff or any other staff member phones the police on 999.

**Then, IF IT IS SAFE TO DO SO:**

- Ascertain the location of the intruder?
- Ascertain whether it is suspected that the intruder may be armed?
- All staff are alerted to intruder and location by office staff or other staff personally.
- No attempt to confront or disarm should be made.-

**The computer systems fail**

- Obtain and collate information relating to the incident
- Telephone/Email Infotech– the school's IT consultant **Josh Carlton**
- Gather and brief the CI&BCMT
- Decide whether the premises can be maintained.
- Assess the capacity to recover completely, and identify critical ICT aspects of the school's business which need to continue.
- Draw up a timetable for the resumption of normal activity
- Brief staff on the timetable for resumption of normal activity.
- Review the timetable for resumption of normal activity – if the systems are not fully active investigate why, address any issues and take appropriate action.

Several systems (CPOMS, TEAMS, INTEGRIS) are resilient cloud based services.

## Emergency closure/part closure of school

Examples of such events that may cause partial/full closure may include: Severe weather conditions, breakdown of the heating system or high level of staff absence.

- Obtain and collate information relating to the incident
- Gather and brief the CI&BCMT and Premises Team
- Decide whether the premises can be maintained.
- Assess the capacity to recover completely, and identify critical ICT aspects of the school's business which need to continue.
- If closure/part closure - Alert Staff, Parents, LCC, Services used by the school eg. Meals, visitors, cleaning company, contractors
- Alert Governors
- Draw up a timetable for the resumption of normal activity – Provide remote learning for children affected by closure
- Brief staff on the timetable for resumption of normal activity.
- Review the timetable for resumption of normal activity – if the systems are not fully active investigate why, address any issues and take appropriate action.
- If long-term closure likely alert business continuity team at LCC for advice (Appendix1).

Several systems (CPOMS, TEAMS, INTEGRIS) are resilient cloud based services.

## LOG SHEET OF ACTIONS

DAY 1 –IMMEDIATE ACTION DATE: .....					
ACTION	TIME	INITIALS	FOLLOW-UP ACTION	TIME	INITIALS


WEEK 1 (DAYS 1 TO 7) – SHORT TERM ACTION DATES: ..... TO .....					
ACTION	TIME	INITIALS	FOLLOW-UP ACTION	TIME	INITIALS

**WEEK 2 (DAYS 8 TO 14) – MEDIUM TERM ACTION****DATES: ..... TO .....**

<b>ACTION</b>	<b>TIME</b>	<b>INITIALS</b>	<b>FOLLOW-UP ACTION</b>	<b>TIME</b>	<b>INITIALS</b>








