



SOUTHWARK INCLUSIVE LEARNING SERVICE (SILS) CRITICAL INCIDENT MANAGEMENT PLAN (Public Copy)

Version 1.0

The Management Committee of Southwark Inclusive Learning Service (SILS) will consider this policy for adoption on [7th November 2022](#). The policy was previously adopted in July 2018 and it is up for review every two years.

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Management Committee Safeguarding / Health & Safety Link Member: **Sue Millington**

Critical Incident Management Plan (Public Copy)

SILS: KS3 & Day 6 - 2 Davey Street. London. SE15 6LF; KS4 – Porlock Street, London SE1 3RY.

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SILS acknowledges the kind permission of Northampton LEA to adapt their Resource Files to generate Appendices 1 and 4 - 8

PART A: INTRODUCTION

1. A critical incident may be defined as any unexpected occurrence which has a major impact upon the school, which is likely to cause serious disruption to the running of the school and / or which is likely to result in significant public or media attention.
2. SILS's Critical Incident Management Plan follows DFE guidelines and has been expanded upon to include detailed suggested actions / communication. The aim of this Plan is to ensure that the school is prepared to manage a critical incident. It will make clear roles and responsibilities and lessen the effect of a critical incident on the students, staff and parents of our school.
3. The Plan is sufficiently flexible to address a range of "unusual" events and planning includes the worst-case scenario.
4. In responding to an incident it will ensure that:
 - 4.1. rapid and appropriate action is taken;
 - 4.2. normal routines are maintained as far as possible; and
 - 4.3. immediate, sensitive and non-intrusive support is offered.
5. **Restricted copies of the Plan (with staff phone numbers) will be kept:**
 - 5.1. in the School Office at KS3 and KS4 where it is easily accessible;
 - 5.2. by all members of the Leadership Team (plus a copy of the Plan to be kept at home);
 - 5.3. by the Chair and Vice-Chair of the Management Committee;
6. **Public Copies of the Plan (without staff phone numbers) will be circulated by email to:**
 - 6.1. the rest of the Management committee.
7. In addition, the following quick-reference guidance sheets (included in this Plan) will be kept on the notice board in the School Office and Staff Room and may be used to respond initially to the incident:
 - 7.1. Action Plan (see Point 5 – Procedures)
 - 7.2. Flow Chart of Key Tasks and Actions (see Appendix 1)These documents are colour coded to clearly identify:
 - Phase 1: Immediate Action - RED
 - Phase 2: Managed Response - BLUE
 - Phase 3: Restoration to Normality - GREEN
8. **The Plan must be checked once a term to ensure it is up to date and that the telephone numbers in Appendix 1 are correct. Changes in Appendix 1 must be circulated promptly.**

Part B: Definition

9. A critical incident is one which arises suddenly. Critical incidents may occur in school or out of school, but both types will have a major impact on staff and children. An incident becomes a critical incident when it constitutes a serious disruption arising with little or no warning on a scale **beyond** the coping capacity of the school operating under normal conditions, and requiring the assistance of the Emergency Services.

Where there has been a death or serious injury arising through interpersonal violence, this will constitute a Critical Incident, regardless of the perceived capacity of the school to cope.

10. **Examples of incidents** impacting on schools could include:
- a. death or serious injury as a result of violence, accident, self-harm and/or sudden/traumatic illness
 - b. major fire or explosion / building collapse
 - c. riot and/or civil disorder
 - d. natural and/or man-made disaster
 - e. terrorism
 - f. missing person(s)/abductions
 - g. an illness such as meningitis within the school or the local community
 - h. a serious accident at school or in the immediate vicinity
 - i. assault on staff or students by parents or members of the public
11. Incidents can occur:
- a. on the school site during school hours
 - b. on school transport,
 - c. whilst the students are taking part in activities away from the school site
 - d. on school premises as part of after school activities
 - e. within the local community involving students from the school
12. An incident is deemed critical when it:
- a. constitutes a serious disruption;
 - b. is on a scale beyond the coping capacity of the school and requires assistance from Emergency Services, Southwark Local Authority and other external agencies.

Part C: Roles

13. **Names of key staff and Management committee members are included in Section 8 of this plan and are to be checked monthly and updated promptly in the event of any changes.**
14. **The Plan will be reviewed annually** by the Health & Safety Manager and the Link Governor with responsibility for Health & Safety is Sue Millington.
15. **The Headteacher**, will be the nominated Incident Manager. In the absence of the Headteacher, the most senior member of staff on site will take the role of Incident Manager.
16. **The Chair of Management committee**, or if unavailable, the Vice-chair, will be informed as soon as possible in the event of a crisis to give assistance and support to the Incident Manager.
17. **The Incident Manager** will form an appropriate sized team selected from the Leadership Team initially, and supplemented by Cluster / Pastoral leads or Senior Administration Staff where necessary.
18. **The form tutors** will have an important role to play in managing critical incidents and will be the best person to deal with the pupils in their class. In times of crisis tutors must react as they feel is appropriate and there can be no easy formula for dealing with critical incidents but by helping to ensure good communication within school, the crisis can be managed.
19. Form tutors (and all staff) will be expected to:
 - a. be aware of critical incidents plan and procedures;
 - b. react as appropriate and following instructions of Incident Manager to maintain calm in their class .

Part D: Off– Site Activities

20. A Critical Incident Plan relating to off-site activities is included in the school's "Policy On School Journeys, Visits and Local Activities" (*to be cross checked – SH*)
21. Key points are as follows.
 - 21.1. A visits file will be kept for records of all visits (one at KS3 and another at KS4). Forms are to be completed by the lead teacher and approved by the Educational Visits Coordinator.
 - 21.2. A copy of the Critical Incident Plan (Included as Appendix F in the Journeys Visits and Local Activities Policy) including Key Contact numbers, is to be taken on each visit.
 - 21.3. For every off–site activity, at least two Senior members of staff will be identified as the school contact for the teacher organising the activity.
 - 21.4. Anyone designated as a 'School Contact' must have a full list of students and staff away on any visit, along with Key Contact numbers and significant medical information.

Part E: Procedures

(A copy of this Action Plan must be kept on the notice board of the school office and staff room.)

Action Plan (A flexible approach may be required depending upon nature of incident.)

Action	Time
<ul style="list-style-type: none"> Incident Manager (IM) to differentiate between a major or minor incident. Assess continuing risk to ensure safety of students and staff. Make safe hazard (if possible) 	Immediate
<ul style="list-style-type: none"> IM to gather incident support team (Leadership Team initially, additional support from nominated First Aiders, Senior Admin Officer, Cluster and Pastoral leads, Facilities Manager) Roles / duties allocated. Office Staff to have accurate timetable location of Leadership Team, First Aiders and other Senior Staff. Establish central liaison point (school office) 	Immediate
Identify two telephones for usage a) School phone for incoming calls b) Mobile phone for outgoing information / staff use	Immediate
Telephone emergency services	Immediate
Telephone Chair of Management Committee (or Vice-chair if unavailable)	Immediate
Inform Local Authority – Director of Education (or Lead School Adviser if unavailable)	Immediate
Gather information	Immediate
Preserve evidence e.g. collect and retain names of witnesses	Immediate
Inform staff: <ul style="list-style-type: none"> in case of fire or similar emergency follow fire evacuation procedures otherwise staff will be informed by members of incident support team. at break or lunch, incident support team inform duty staff, rest of staff informed by either fire alarm or by a member of incident support team 	As soon as possible
Inform students – appropriate information given on advice from incident support team	As soon as possible
Contact parents	As soon as possible
Arrangements for expressions of sympathy / acknowledgment	As soon as possible
Inform HSE	Within 24 hours
Complete and return appropriate HSE forms	Within 48 hours
Assess need for support / counseling, organise counseling	Over days /weeks
Organise counseling	As required
Complete entry in Incident Book	Within 48 hours
Plan and activate Recovery Programme	As soon as possible
Return to normal school timetable / routine	As soon as possible
Evaluation	As soon as possible

Appendix 1	Key Contacts
Appendix 1	Flowchart of Key Tasks and Actions
Appendix 2	Examples of Actions to be taken in response to Specific Situations
Appendices 4-4b	Telephone Script + Calls Logs
Appendices 5,6,8	Examples of Communication with Parents / Carers / Students
Appendices 7,9	Emotional Stress Appendix 9 Information Checklist / Log
Appendix 10	Incident Evaluation Form
Appendix 11	Bomb Evacuation Procedures

Part F: Intruders on School Premises

22. Intruders on school premises may pose threats to staff and students. These threats may take the form of:

- 22.1. theft of equipment and/or personal belongings of either staff or students;
- 22.2. vandalism of equipment and/or premises;
- 22.3. violent students threatening either fellow students and/or staff;
- 22.4. violent parents threatening either students and/or staff;
- 22.5. unknown intruder threatening either students and/or staff.

23. Visitors

23.1. All visitors are required to enter via the school reception and sign the visitors' book. They are given an identification badge which must be worn whilst on the premises. Visitors should be escorted to their destination; frequent visitors who have appropriate DBS checks, may go unassisted to their destination.

23.2. Any member of staff who encounters a visitor, who is not wearing a badge, should use their professional judgment to issue a polite challenge. "Can I help you?" or "Are you lost?" will cover most situations. If any member of staff or student feels uneasy about the presence or behaviour of any visitor they should report their concerns immediately, either directly or via the School Office to the Facilities Manager.

24. **If there is any question of immediate risk to staff, students or others a 999 call should be made.**

25. **An Incident Report Form should be completed by the Facilities Manager** (see Appendix 9 Information Collection Checklist and Log Details).

26. Guidance for dealing with Intruders

Any serious concerns or threats should follow the procedures below.

26.1. Assess the Risk

Try to categorise the intruder and the degree and type of threat posed.

26.1.1. Intruders could be:

- a. walk in opportunist thieves;
- b. former students;
- c. parents;
- d. non-custodial parent seeking access to children or seeking to remove children from school;
- e. armed;
- f. unknown quantity.
- g. Any knowledge of the intruder, their motivation or background, will be of help for the school and possibly the emergency services should they become involved

NB. Look out for people who are not members of staff but appear to have authority to be there. Wearing a suit, carrying a clipboard or wearing overalls are all good cover for a sneak thief.

26.2. Challenging the intruder

- a. Do not stand too close or invade personal space, this could trigger violent confrontation.
- b. Avoid an aggressive stance such as finger wagging or folded arms.
- c. Be polite. Stay calm; speak gently, slowly and clearly.
- d. Explain your authority to challenge them if it is questioned.
- e. If possible tell another person when going to speak to possible intruders.

- f. Avoid arguments.
 - g. Never place your hand on a potentially aggressive intruder.
 - h. Do not turn you back, and if you leave the room, do so backwards.
 - i. Try to leave yourself an escape route which you have planned on entry to the area. j. Be on the look-out for weapons.
 - k. If there is more than one intruder, do not confront them on your own, seek support first or enlist the help of the police.
 - l. If you do not feel sufficiently confident to challenge an intruder, do not do it. Seek help; no-one will think the less of you.
- 26.3. Contacting the Emergency Services**
- Nobody should attempt, or feel that they are expected, to “have a go” if there is any question of their being at risk of injury as a result. If there is a risk of equipment being stolen it is better to lose such equipment rather than risk a violent incident. Similarly, if there is a risk of assault, an intruder could claim you used unreasonable or unjustified force on them.
- 26.4. Contacting Emergency Services should always be used in the following circumstances:**
- a. if there is any danger to life;
 - b. actual or expected threat of violence;
 - c. threat of damage to property;
 - d. a crime is in progress;
 - e. a further crime may occur;
 - f. there is any other incident which in your judgement requires an immediate response.
- 26.5. Emergency Communication**
- 26.5.1.** Circumstances will dictate the action to be taken and either the Headteacher or individual members of staff will have to take the responsibility of making a judgement as to the right course of action. If there is a physical threat to staff or students always call the police using 999.
- 26.5.2.** In order to reach a decision on how to deal with an intruder, you may need to contact another member of staff quickly without the intruder knowing your intention. You may also need a way of summoning help, such as calling the police. This may be by quietly and carefully asking a student to fetch assistance without alerting or alarming the intruder.
- 26.6. During the Intrusion Incident**
- 26.6.1.** Avoid direct confrontation until the police arrive. Where staff or students are not in immediate danger from an intruder, try to keep track of their movements and inform the police of their whereabouts when they arrive.
- 26.6.2.** In the case of attempted abduction or direct physical threat to a student you will be required to make an immediate judgement. Consider:
- a. will the victim be in greater danger or lesser danger if the intruder is confronted?
 - b. is it possible to speak to and reason with the intruder?
 - c. is the intruder known to you and the student?
 - d. do you have any knowledge of the victim or intruder that may assist your judgement
- 26.6.3.** It is not reasonable to suggest that Headteacher or other staff can do more than follow their own assessment of the situation and act accordingly. The only principles which must be followed are to **take the course of action which you believe presents the least risk to the students and to school staff**, and summon the police as soon as possible.
- 26.7. After the Intrusion Incident**
- 26.7.1.** Any violent incident involving an intruder that takes place in a school must be recorded and reported to the police.

- 26.7.2. CCTV is installed around the school and can be used to identify intruders and protect persons and property.
- 26.7.3. It is possible that staff or students may be traumatised by intruder incidents, even if they do not display immediate signs of trauma or disturbance. It may be appropriate to arrange counseling. There may also be an ongoing need for psychological support and guidance to help the school community come to terms with the incident. See Appendices 7,8,9,and 10
- 26.7.4. If the intruder has left the premises and may pose a threat to other schools, contact should be made with the local schools in the vicinity via any emergency telephone cascade system in operation (Southwark Safeguarding Officer – Tel: 0207 525 3297).
- 26.7.5. The Headteacher will brief the Chair of Management Committee about the incident, particularly if there is any media interest. No other member of staff or governor should speak to the press or broadcast media without first consulting the Headteacher.

26.8. Trespass, Nuisance or Disturbance on School Premises

- 26.8.1. Although trespass is not a criminal offence, a Headteacher may order any unwelcome or unauthorised visitors off the school premises. This right is extended by Section 547 of the Education Act 1996. Section 547 makes it a criminal offence if a person present on educational premises without lawful authority causes or permits nuisance or disturbance to the annoyance of persons who lawfully use those premises. It applies whether or not the lawful users are present at the time and to all school buildings, playgrounds, playing fields and other areas for outdoor recreation.
- 26.8.2. The penalty for a person convicted of the offence is a fine of up to £500.

26.9. Exercise of Section 547 & Police Involvement

- 26.9.1. The Headteacher can ask unauthorised persons to leave, but only a Police Officer can remove a person from the school premises provided they have reasonable cause to suspect that the person is committing or has committed an offence under Section 547.
- 26.9.2. On no account should staff attempt to remove physically from the premises a person who may be committing an offence. If a person will not comply with an instruction to leave the premises, or if in the view of the authorised person an instruction or confrontation might inflame the situation and put them or others at risk then police assistance should be summoned by dialling 999.
- 26.9.3. If there is prior knowledge of the likelihood of trouble on educational premises, the police should be contacted in advance using the above telephone number.

26.10. Less Serious Cases

In less serious cases of nuisance or disturbance (e.g. parents persistently smoking on school premises etc.); the following steps should be taken by the authorised members of staff:

- a. Warn the person concerned of the sanctions that Section 547 provides. Ask the person to refrain from committing an offence and/or ask them to leave the premises. Ask them for their name and address.
- b. In cases of persistent offences or if the offender takes no notice of a warning given as above, inform the offender that he/she may be prosecuted; ask for the offenders name and address; make a written report of the incident immediately after and in as much details as possible, including any remarks made by the offender. Take a separate statement from any witnesses to the incident.

26.11. It is emphasised that if at any stage of this process an authorised person believes that they or others may be at risk; they should withdraw and summon police help by dialling 999.

26.12. Record Keeping & Warning Letters

26.12.1. The Headteacher should ensure that a detailed record is kept of any incidents. (Appendix 9 and Appendix 10).

26.12.2. In more serious cases or with persistent offenders, legal advice may be sought through the Southwark Local Authority Legal Team.

Part G: Information

26.13. School Details

- a. An up-to-date list of emergency contacts for students and staff is to be available in the School Office on both sites.
- b. School visits must conform to the guidance set out in the school's "Policy On School Journeys, Visits And Local Activities".
- c. Premises site plans giving details of hazardous substance storage locations, gas, electric and water control points are to be available in the School Offices on both sites.

26.14. To Parents

- a. Select team of staff who are good at coping with emotionally draining situations.
- b. Call quickly to avoid misinformation.
- c. Brief all callers, Incident manager to prepare a script (using Appendix 3 as an outline).
- d. Keep clear records of who has been contacted (Appendix 3a).
- e. Give clear advice to parents of what they should do, e.g. normal routine or school closed.
- f. Advise parents to contact school if they have been approached by media.
- g. If appropriate contact local radio to give clear message
- h. Appendix 4 has an example letter to parents.

26.15. Media

- a. The Incident Manager will seek advice from Southwark Press / Communications Team:
9.00am – 5.15 pm 020 7525 3374;
Out of hours service 07932 384 014
- b. Management committee members, Staff and students are not to discuss any incident with 'the media'.
- c. Journalists / media groups to be politely requested to move away from school premises and contact Southwark Press / Communications Unit, unless the Incident Manager / Chair of Management Committee is briefed on a prepared statement.

Part H: Recovery Planning

26.16. Once an incident has been addressed the school may need to plan and activate a recovery programme.

26.17. A recovery team needs to be set up to consider:

- a. Ways of communicating to staff, parents and students.
- b. Formal and informal recognition and rituals.
- c. Support for staff and students, which may include therapeutic help.
- d. Support for the Incident Manager and Recovery Team.
- e. Curriculum implications.
- f. Building issues.
- g. Policies and procedure implications

26.18. An impact assessment will be carried out to assess casualties, building damage, etc, and a recovery plan will be drawn up. See: Appendices 5-1

PART I: Additional Contacts: National Organisations

CRUSE – Bereavement Care

Phone: 0844 477 9400 (national rate) Website: www.crusebereavementcare.org.uk

A Telephone counseling service for those who are bereaved and those who care for bereaved people. It can offer referrals to local Cruse branches and other bereavement and counseling services throughout the UK.

The Compassionate Friends

Phone: 0845 123 2304 (national rates)

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

Winston's Wish Family Line

Phone: 0845 2030 405 (local rates) Website: www.winstonwish.org.uk

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

Child Bereavement Trust

Phone: www.childbereavement.org.uk/ 01494 568900 (local rates)

Information line for parents who have been bereaved.

The Samaritans

Phone: 0845 790 9090 (local rates)

Website: www.samaritans.org Confidential emotional support for anyone in a crisis

Survivors of Bereavement by Suicide

Phone: 01482 610728 (national rate)

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

Childline

Phone: 0800 1111 (free phone) National help line for children

British Red Cross National Office

Advice on memorials and donations

9 Grosvenor Crescent, London. SW1X 7EJ. Tel. 020 7235 5454

Southwark Well Being Service, Tel: 0800 085 6148

Confidential advice and support for Southwark employees

Education Support Partnership

Phone: 0800 0856 148

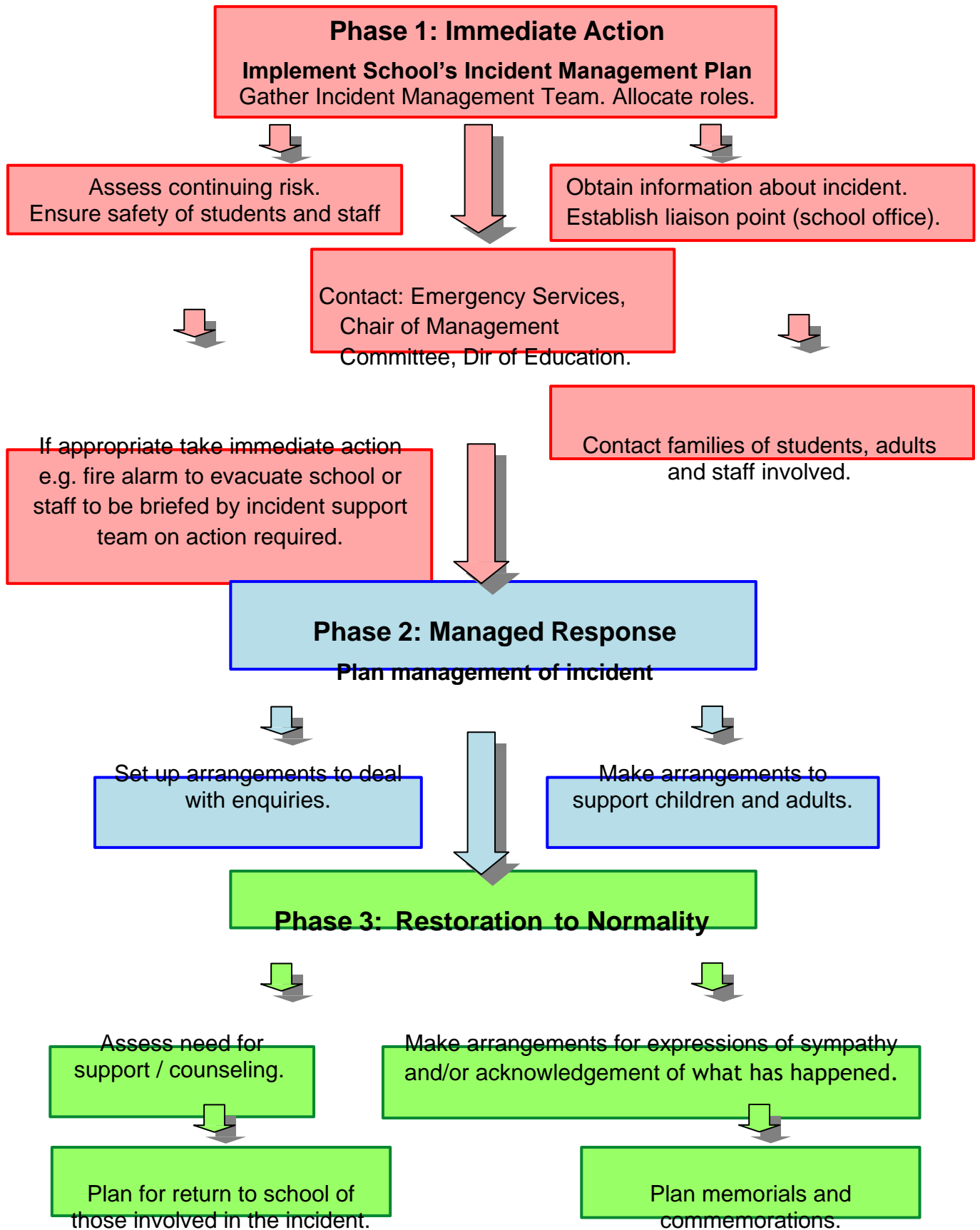
Website: www.educationsupportpartnership.org.uk Advice and counselling support for education staff

Open Door (*counseling and support*) Tel: 020 8348 5947

331 Young Peoples Centre (*Barnet counseling and support*) Tel: 020 8359 3100

Flow Chart of Key Tasks and Actions Appendix 1

(A copy must be kept on the notice board in the School Office and in the Staff Room)



Example 1 - Death of a Student or Member of Staff

1. Make safe the hazard (if possible) so that others are not harmed or in danger
2. Preserve evidence of cause of incident
3. Contact parents/next of kin
4. Inform staff / students at appropriate time
5. Arrange counseling
6. Inform H&S Manager
7. Inform HSE
8. Complete Form 2508 (RIDDOR) and send to HSE within 10 days, and copy to H&S Manager

Example 2 - Serious Accidents or Illness

1. If a parent is unavailable to meet the student at hospital, the accompanying member of staff should act "in loco parentis", including giving permission for treatment – subject, of course, to any known parental wishes, e.g. Jehovah's Witness.
2. Complete entry in Accident Book (legal requirement for staff accidents)
3. Inform H&S Manager
4. Inform HSE
5. Complete Form 2508 (RIDDOR) or Form 2508A (notifiable disease) and send to HSE within 10 days, and copy to H&S Manager

Example 3 – Emergency School Closure

1. Ensure adults are available at home or they can collect the student. If not, then the student should remain at school or in a supervised safe place.
2. Give written reasons for closure to parents / carers as soon as possible. (Appendix 4)
3. Plan for reopening school and communicating with parents / carers.

Example 4 - Assault on Staff / Students by Members of the Public

1. Try to identify assailant, do not detain by force
2. Collect and retain names of witnesses, prepare statements

Example 5 - Bomb Threats

1. Follow Bomb Evacuation Procedures
2. Confirm with staff and police that the building is empty
3. Do not re-enter without clearance from the emergency services

Outline Telephone Script – Informing Parents / Carers

Appendix 3

I am *(name)* from SILS and I am calling regarding ...
(known facts of the incident)

Please note that the following action is being / will be taken by the School / should be taken by you ...
(details of action, e.g. School closed / Normal routine / Other)

If you are approached by the media, please refer them to the School.

We will contact you again *(on)* to

Please be assured that we are doing everything we can to get back to normal as quickly as possible and give every support to your child and yourself.

Do you have any questions or comments?

Is there anything you need?

Telephone Call Log – Calls Made To Parents / Carers

Appendix 3a

Date	Call made by:	Call made to:	Details / Comments

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 now spoken to all students 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, as relevant, about:

- *school closure,*
- *changes to timings of school day*
- *transport*
- *lunch time arrangements*
- *changes to staffing*
- *arrangements for specific classes/year groups*
- *counseling support [see resource sheet 7: sample letter to parents re counseling]*
- *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 in to the school during this time so we can keep phones and staff free to manage the situation.

Yours sincerely

1. Students should be told simply and truthfully what has happened, in small groups if possible, e.g. class, tutor, year, etc. In some circumstances, it may be appropriate to bring students together as a whole school. Where this is the arrangement, then ensure that students have an opportunity to ask questions and talk through what they have heard with form/class teachers in smaller groupings afterwards.
2. Begin by preparing the students for some very difficult/sad news.
3. Taking account of children's needs and backgrounds, give simple, factual information using language and concepts appropriate to the age of the children.
4. Avoid using euphemisms, use words like 'dead' and 'died', etc.
5. Pass on facts only; do not speculate on causes or consequences.
6. If questions cannot be answered this should be acknowledged.
7. Address and deal with rumours.
8. Try to give expression to the emotions that individuals may be experiencing (e.g. shock/disbelief, etc.) and explain that strong and difficult feelings are a normal part of the process of coming to terms with this sort of experience.
9. Do not refrain from referring to the deceased by name, perhaps highlighting some positive aspect(s) of their lives.
10. 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 8 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 to me if you have any questions or if you just want to talk."

Emotional Distress - Identifying and Supporting the Individual Student Appendix 6

1. Identify low, medium and high-risk individuals using the following criteria and degree of concern.
 - At greatest risk as part of incident
 - Siblings/relations
 - Close friendships
 - Any perceived culpability/responsibility
 - Being blamed / scape-goated
 - Displaying emotional distress (see resource sheet 8)
 - Previous bereavement/trauma
 - Pre-existing EBD/mental health issues
 - Pre-existing home instability / stress
 - Learning difficulties
 - Culture and/or language issues
2. Be accepting and allow the student to express their emotions. Ask open ended questions (e.g., “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 (i.e., repeating back to the child what they have said) and/or summarise what they have said. 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 (e.g., “That sounds very sad”, “Did you feel angry then?”).
3. You might have to explain your limits of confidentiality (i.e., confidentiality can be maintained except where you believe that the student is at risk or there are issues relating to criminal behaviour).
4. 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 student 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.

5. As part of such sensitive support, it will be important to ensure that the student can continue to seek support from you but 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 (in terms of your own safety and accountability ensure that parents and relevant staff are aware of any such arrangements).
6. Using a visual aid such as an outline of a hand, ask the student to identify 5 individuals (e.g., staff, peers, family, 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. If all else fails, what else could they always have 'up their sleeve'? (e.g. Childline, etc.)
7. Liaise with parents / carers as appropriate.
8. Consider liaising with colleagues to differentiate work outcomes/homework, etc or arrangements for managing the student's emotional distress in class.
9. Be aware that holidays, Christmas, birthdays and the anniversary of the event that has caused distressed can mark points of particular emotional vulnerability.
10. Taking into account other agencies or professionals who may be involved, consider providing student with information about youth counseling and information services/other community support as appropriate.
11. Consider involving Southwark Well Being (Tel: 0800 085 6148) and Early Help Services for Educational Psychologist and counseling advice / support
12. Where an individual student has experiencing persistent and intrusive thoughts, dreams or flashbacks and avoidance of features associated with the distressing event; in conjunction with the physical, cognitive, emotional/behavioural symptoms described in this Appendix, for at least 1 month, then serious consideration should be given to accessing specialist child mental health services. Referral can be made to Child and Adolescent Family Services by the family via their GP or by the IPS Educational Psychologist 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 student with a trusted colleague.

Sample Letter to Parents / Carers - Arrangements for Counseling Students

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 counseling 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 students in small groups and offering advice and reassurance as appropriate. Please contact me if you have any queries regarding this.

Yours sincerely

- 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 students 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 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 (avoid using euphemisms).
- Consider setting up a 'questions post box'. Consider how 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 accepting and permissive 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 art work, writing, or mementos that the children may wish to contribute.
- Calmly and, where possible, discreetly intervene if it is the case that individual students 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 they are supported by a friend. 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 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 policies and procedures for dealing with racial harassment/bullying policy, intervene where you are aware of any signs of name calling, abuse and bullying.

Finally, ensure that you are caring for yourself.

Emotional Distress - Signs and Symptoms

Appendix 8b

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, forgetfulness, increased distractibility
- 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 which may occur sometime after the actual incident.

When to refer on

Where an individual is experiencing (for at least 1 month):

- persistent and intrusive thoughts, dreams or flashbacks to do with the distressing event;
- avoidance of features associated with the distressing event; and / or
- 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 to CAMHS - Child and Adolescent Family Services by the family via their GP. Referral can also be made by the EHS educational psychologist or school nurse.

Information Collection Checklist and Log Details

Appendix 9

Contact details for person(s) managing the incident within the school

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Information about the incident

<ul style="list-style-type: none">• When and where• Number and nature of injuries/fatalities/damage sustained• Actions undertaken by the emergency services• Actions undertaken by the school• Actions planned be undertaken by the school• Other agencies involved and their actions• Nature of support being requested by the school
--

Actions agreed to be taken	Person responsible	Date & Time

SILS School	Date of Incident:
Brief Description of Incident:	
HSE(RIDDOR) contacted: Yes / No Incident deemed critical: Yes / No	
Action taken by school:	
Description of any external support accessed:	
What worked well:	
What worked less well:	
How could things have been done better:	

SILS, KS3 – 2 Davey Street. SE15 6LF and KS4 – Porlock Street, London SE1 3RY

The overriding consideration must always be the safety of staff, students, visitors and the general public. The purpose of this guidance is to ensure any emergency situation can be dealt with in a pre-planned and organised manner to maintain the safety of all persons and co-ordinate an evacuation in conjunction with the emergency services.

All staff and students must be aware of evacuation procedures (see Fire Evacuation procedures). All persons on site (visitors, contractors etc.) must be instructed on the procedures for evacuation of the building/establishment.

A bomb threat could be received in a number of ways:

- Via the main switchboard
- Any internal phone with a direct dial facility
- The police
- The local press
- Another third party

Procedures

1. Planning for evacuation

Normally the same procedure is followed as in the case of a fire. Using one of the fire alarm call points would normally activate the alarm but the signal should sound differently for example a repeated intermittent ring.

It is sensible to use the designated assembly points for fire as bomb assembly points to avoid confusion. If the assembly point area is compromised, e.g. Explosive device at rear of building, then the Head of Premises will designate another area for assembly and inform staff as soon as feasibly possible and before evacuation proceeds.

Care should be taken to ensure that assembly points are of a suitable distance away from buildings and car parks taking into account the possible spread of blast, glass and debris damage.

2. Designated Staff

- Incident Control Manager would normally be the Headteacher (or Head of School at KS4) and acts as the focal point for all communication.
- Premises Manager (or nominated SLT) coordinates evacuation procedure.
- Fire Wardens are the staff with area responsibilities.
- First Aiders role remains unchanged.

3. Actions to be taken

Incident Control Manager (Head Teacher – if not available SLT deputising)

1. Notify the police and Local Authority
2. Isolate the area - the minimum distance should exceed 50 metres
3. Do not touch anything
4. Evacuate the building/s and assemble at the designated area
5. If the main telephone line received a threat, ensure the bomb threat sheet (Appendix 1) is completed and made available to the police on their arrival.
6. Note 'Lapse Time' until the device is due to explode and take the following action:

Lapse Time - Less than one hour	Lapse Time - More than one hour
Sound the alarm	Sound the alarm
Dial 999 inform the police of the incident control point	Telephone Southwark Police control room and report the incident - 999
Provide the police with details from the bomb threat sheet	Set up a temporary incident room
Dial 999 to advise Fire Brigade	Telephone the Southwark Fire Brigade to advise - 999
Inform the Chair of Management Committee of events	Inform the Chair of Management Committee of events

Premises Manager (Head of School, if not available Member of Senior Leadership Team)

1. Report to a predetermined area (usually main office)
2. Detail nominated staff to doorways to prevent re-entry to the building
3. Liaise with police and provide assistance if required
4. Liaise with the Incident Control Manager.

Fire Wardens

These members should check their designated area to ensure that it is evacuated. The all clear for evacuation of the area should be reported to the Senior Fire Warden (DB) who will then inform the Incident Control Manager.

First Aiders

On hearing the alarm the first aiders should report to the Incident Control Manager. Where a detour or significant delay is not required, first aid kits should also be brought.

4. Operating the Incident/Bomb Alarm

1. Sound alarm, follow Fire Evacuation Procedures
2. Telephone the Fire Brigade to advice of your actions. Use the standard message below:

“We are ringing to inform you that a bomb threat has been received and we are activating the bomb alarm in order to evacuate the building(s). The information that we have received indicates that the bomb is set to explode atam/pm

The Police have been informed and an Incident Control Point has been set up at

“.....”

5. Bomb Threat Detail Sheet (see Appendix 1)

1. It is important to record the actual words used wherever possible
2. Get a colleague to listen to the call with you
3. Listen carefully – stay calm, if possible do not interrupt
4. Keep the caller talking and keep the line open – do not clear it until you are told to do so.

Bomb Threat Detail Sheet

Bomb Evacuation Appendix 11

Date:

Call received on line _____ Time call received _____ Private line/public call box

EXACT MESSAGE – QUESTIONS

Where is the bomb?

When will it explode?

What does it look like?

What is it made of?

Why did you place the bomb?

Why are you warning us?

What is your name?

What is the codeword/identification?

What organisation is responsible?

DESCRIPTION OF CALLER

Voice: Male Female

Deep Average High

Apparent Age: Old Middle Aged Young Child

State of Caller: Angry Agitated Calm Logical Drunk

Rational Excited

Use of foul language: None Some Mostly

Accent: None English Irish Welsh Scottish French

German Italian Central European Indian Asian

American Caribbean Other _____

Language: Intelligent Low Level

Spoke: Slowly Rapidly

Background Noise: Call box Children Music Traffic

Other voices Machinery Other noises _____

OTHER DETAILS (Continue overleaf if required)

Key Contacts

Appendix 12

Last Updated: (1st Sept 2018)

(All numbers to be included in the plan distributed as in *Part A: Section 5+6*, but home/mobile details should be removed from non-essential copies e.g. on office notice boards, School Website or Fronter.)

Incident Managers	Contact Details
Headteacher Yomi Adewoye	Work: 0207 525 1150 /0370 Mobile: 07894 229794
Deputy Headteacher (KS3, Davey Street) Deon Wilson	KS3 Work: 0207 525 1150 Mobile:
Health & Safety / Premises Manager Ken Bello	Work: 0207 525 1150 Mobile: 07894 229805
Chair of Management Committee, H&S Link Governor Sue Millington	c/o : 0207 525 1150
Vice-Chair of Management Committee Ron St Louis	c/o: 0207 525 1150
Lead First Aiders Nancy Olarewaju(KS3) Lorraine Walcott (KS4)	Work: 02075251150 Work: 0207 5250370
Assistant Headteacher – KS4 tbc	Work: 0207 525 0370 Mobile:
Director of student services – KS3 Pollyanne Viller	Work: 0207 525 1150 Mobile:
Director of inclusion- KS4 tbc	Work: 0207 525 0370 Mobile:
Assistant Headteacher/SENCo tbc	Work: 0207 525 1150 / 0370 Mobile:
Business Manager Carol Hepper	Work: 02075251150 / 0370 Mobile:
Senior Admin Officer Lorraine Walcott	Work: 0207 525 1150 / 0370
LA Communications Unit 9.00am – 5.15pm Out of hours	Work: 020 7525 3374 Work: 07932 384 014
LA Director of Education Nina Dohel	Work: 020 7525 3252
LA Health & Safety Manager	Work: 020 7525 2000
Health & Safety Executive	Work: 020 7556 2100