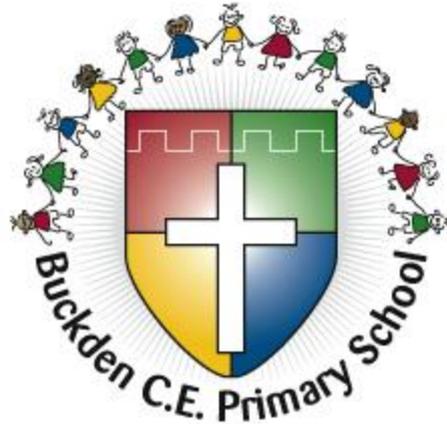


Buckden CE Primary School



Critical Incident Management Plan

Revised: January 2017

Buckden CE Primary School

Critical Incident Management Plan

| | |
|----------------------------------|--|
| CIMP Last Checked By | Alison Anderson (Headteacher) |
| Date | 25/11/13 |
| Amendments Distributed To | Headteacher: Miss Alison Anderson |
| | Administrator: Mrs Jenny Mews |
| | Caretaker: Mr Chris Skelton |
| | Deputy Headteacher: Mrs Michelle Heather |
| | Assistant Headteacher: Laura Conlong |
| | SENCo: Mrs Rebecca Bliss |
| | Chair of Governors: Mr Andy Jarvis |
| | Vice Chair of Governors: Mr Andy Mayes |
| | Diocese Director of Education |
| | St Mary's: Reverend Jes Salt |
| | BOSS: Miss Lizell Heather |
| | Key Workers: Michele Dunford & Yvonne Holl(rec), Michele Kelly (Y1), Kerry Collins (Y2) & Jane Ryder (KS2) |

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Rationale

1. What is a critical incident?

Although the concept of a critical incident is difficult to precisely define, authors who research and write in this field have, in the past, attempted to define critical incidents as:

'Unexpected occurrences, which may suddenly have a major impact on school'.

However, in recent years some authors have noted that this type of description does not capture the relative nature of some critical incidents, which to some may seem relatively small-scale but, to others who experience them, can seem overwhelming. In this respect Gibson (1999) would suggest that an incident could be described in critical terms when it ***'Overwhelms or overcomes the normal coping strategies and strengths of those involved'***.

It is also important to note that this approach, which views critical incidents as situations or crises that are beyond the everyday experiences of school life, contains an implied understanding that these incidents would be markedly distressing to a significant number of adults and children.

It may involve:

- The death of a child, staff member, parent or governor.
- A serious accident involving a child or children and or school personnel on or off site.
- A violent intrusion onto school premises.
- Fire, flood or building collapse.
- The release of a hazardous substance on or near the school site.
- A violent attack.

Anyone in our school community is likely to be affected in large or small measure by any one or combination of the above incidents. Preparedness in thinking through what we may need to do in such circumstances and having helpful information in an accessible place, should help with the management of difficult and stressful situations.

2. The Cambridgeshire Context

In local and national terms, we are all too sadly aware of some of the critical incidents that have impacted on school communities. However, even in relatively recent times within Cambridgeshire the LA has supported a number of schools through critical incidents such as:

- Arson attacks on schools
- Major fires at a school
- Significant vandalism
- Pupil suicides and sudden deaths
- Violent attacks on pupils and staff members
- The sudden death, in tragic circumstances of members of staff
- Incident involving an intruder, believed to be armed, on school premises
- Road traffic accidents, involving fatalities within a school community
- Abductions / disappearances
- Allegations or actual incidents of abuse against pupils by staff and staff against pupils

- Incidents involving the murder of schoolchildren that attracted the attention of national and international media over prolonged periods
- Floods
- School used in an emergency

Research suggests that one of the key factors in managing critical incidents in schools is preparedness. There is a need to have proactive contingency plans that could be enacted when needed:

- Immediately
- In the medium term
- In the longer term

3. Access and Availability of Information

The information in this plan should be checked and updated termly. The last check date should be added to the front sheet. Copies of this plan are kept:

- Headteacher Office (pinned to the notice board)
- Administrator Office (pinned to the back of the door)
- Front Office (pinned to the notice board)
- Staff Room (pinned to the 'First Aid' notice board)
- Buccaneers (pinned to the notice board)
- Parent Inclusion Worker Room (pinned to the notice board)

The Headteacher, Deputy Headteacher, Caretaker, Chair of Governors and Vice Chair of Governors will keep a copy off site.

There is no requirement for the out of hours provider (Buccaneers) to run a separate policy as this policy covers the complete use of the school site. SHOULD a critical incident occur Buccaneers will operate under the immediate direction of the school and have a representative in the Critical Incident Team.

4. Identification of a Critical Incident Management Team This team will be expected to take a lead in an emergency. The structure of this team should be as close to the normal management structure as possible. Confusion can arise during a crisis when new structures are put in place outside the normal recognised systems of management. Within this team specific roles need to be allocated. The team must, however, include non-teaching staff (administrative, estate/site managers), and Governors if it is felt appropriate. Remember when identifying a CIMT schools should take into consideration that the Headteacher will not always be present. Members of the team need to be kept fully aware of who the other team members are and how to contact them - reserves should also be considered.

The CIMT for Buckden CE Primary School is identified at the front of the plan.

It is important that the CIMT is known to all staff - thus the structure we have adopted.

5. What to do

In this plan are logging sheets that will take you step by step through managing a critical incident.

In this plan is a telephone tree to help contact all school personnel and lists of emergency numbers

In this plan is a map of the school and the points for the main services.

Emergency Contact Numbers

CRITICAL INCIDENT MANAGEMENT TEAM

Alison Anderson: 01354 695418 & 07841 204420

Michelle Heather: 01480 210418 & 07501 013441

Jenny Mews: 01480 810081 & 07751 033713

Laura Conlong: 07904 255556

Chris Skelton: 07525 174834

Andy Jarvis: 01480 812586 & 07777 678457

Andy Mayes: 412973 & 07775 557281

Rebecca Bliss: 07759 076026

Andrew Read (Diocese's Current Director of Education): 01353 652720 / 07958 059764

Rev Jes Salt: 01480 819377 07905 865957

BOSS (Lizell Heather) 07510 604052

BOSS Mobile : 07841 204419

Key workers: Yvonne Holl 07885 805772 Michelle Dunford 07880 361115 (Rec), Michele Kelly 07896 021185 (Yr1), Kerry Collins 01480 810282 & 07545 376506, Jane Ryder 01480 819093 & 07788 170519 (KS2)

Buckden CE Primary School: 01480 810241

School Mobile: 07851 430985

EMERGENCY SERVICES

Hinchingbrooke Hospital 01480 416416

Police Headquarters 01480 456111 plus EMERGENCY 999

POLICE - Huntingdon 101

Police Liaison Officers 01480 456111 (extension 5500/5530)

Buckden Surgery 01480 810216

LOCAL AUTHORITY

Jo Pallett (Education Adviser) 01223 703562 & 07768 099930

PROPERTY

Ely Diocese Property Management 01223 257786

Chair of Finances & Resources Com 01480 810402 (David Alvis)

Chris Meddle (County Education Adviser) 01223 703564 & 07798 571179

ELECTRICITY

Billed through Southern Electric

For electricity emergencies call, quoting customer reference no. **45364 41212:**

EDF Energy 0845 0701699

GAS

ESPO Gas Gas escapes- 0800 111999

Supply 0116 944040

WATER

Anglian Water 08457 145 145

Environment Agency Floodline 0845 988 1188

FIRE ALARM

Southern Monitoring 0844 871222

(Account No: 180231 Passcode: 3530)

- It is essential to establish a list of staff and governor contact numbers. These should include next of kin for staff (home and work telephone numbers) and home and work telephone numbers for governors - this list should be regularly updated. A cascade system can then be established as a means of contacting people in emergencies. Arrangements should be provided for some people not being readily contactable, i.e. no single point of failure.
- Business Support Manager - should be contacted with any changes to key holder information. Telephone 01223 717778.

| LA SERVICES | SUPPORT PROVIDED | Phone | Fax |
|--|---|---|------------------------------|
| Education Adviser | The Education Officer, in conjunction with the school, will determine whether an incident is critical, and will act as a key contact between the school and internal and external support agencies, mobilising and co-ordinating resources as required. Specific support services involved may include: | Janet Copeland Work: 01223 703562 Mobile: 07768 099930 | |
| Educational Psychology | Can provide immediate support and counselling to pupils if considered appropriate | Hunts Team: 01480 375276 Cambridge City: 01223 717666 East Cambs: 01223 717666 | 01480 375275 01223 718179 |
| Counselling Service (Staff) | Can provide limited medium-term support for staff - accessed via Human Resources Team. | Joyce Fenton: 01223 717925 Heather Fell: 01223 718597 | |
| Child Protection Team | Provides support, training and guidance on child protection issues. | Office hours: 0345 045 5203 Emergency Out of hours: 01733 234724 | |
| Education Welfare Team | As well as a school attendance brief the service has other responsibilities in relation to school-age employment, children in entertainment, home education and child protection. Access is available through the locality teams. | Sam Surtees 01223 699388 | |
| Insurance Zurich - LGSS | Accident reporting and recording service (liaise with Property). | 01223 699113 | |
| Property - Ely Diocese property management | Provides technical advice and support on all property related matters | 01223 257786 | |

| | | | |
|---------------------|---|---|--|
| Education Transport | This service arranges education transport for primary, secondary and special needs. Can provide CRB checked staff and licensed vehicles, including specialist vehicles. | 01223 715598 Paynes Coaches: 01480 811777 & 077175714909 Steve's Taxis: 01480 412333 Buckden Taxis: 07900 988166 | |
|---------------------|---|---|--|

| <i>SUPPORT SERVICES</i> | | Phone |
|--|--|--|
| Social Services Children's Team | | 0345 045 1362 |
| Police Headquarters | Hinchingsbrooke Park, Huntingdon, PE29 8NP | 01480 456111 |
| Hospital | Hinchingsbrooke Health Care NHS Trust, Huntingdon: Addenbrookes Hospital, Cambridge (A & E Unit): Peterborough District Hospital: Queen Elizabeth Hospital, Kings Lynn: | 01480 416416 01223 217118 01733 874000 01553 613613 |
| CAMH | Mental health/training in bereavement support | 01223 746001 |
| Cams & Peterborough Health Protection Team | Kingfisher House, Huntingdon, PE29 6FH | 01480 398607 |
| Education Personnel Management Ltd | Are able to advise on pay and pension issues in the event of a bereavement for schools subscribing to their service. | 01480 431993 (If you are not with EPM you need to check |

| | | |
|-----------------|---|--|
| | Other personnel providers should be able to assist for those schools not using EPM Ltd. | individual personnel provider's number) |
| Diocesan Office | Church of England - Mr Andrew Read Roman Catholic - Mrs Julie O'Connor | 01353 652720 / 07958 059764 01508 495509 |

EVENTS COVERED BY THE GUIDANCE

Storms

Winds forecast in excess of 70mph or storm force 8 could represent a potential danger to some buildings, trees, other structures and people.

- The Meteorological Office provides a regional weather forecast

Email: www.metoffice.com

Phone No: 0845 300 0300

- Safety of pupils, staff and visitors take priority. Lessons may need to be disrupted and school movement kept to a minimum. This could be achieved by the use of an 'emergency timetable' in Secondary schools.
- Consideration needs to be given to movement outside of school buildings due to the risk of falling tiles, masonry, fencing etc.
- It is likely to be necessary to cancel outside play and other activities. Consideration must be given over the likelihood of pupils being blown off their feet.
- Pupils should not be allowed to cycle home - parents would need to be advised over this possibility.

Schools would need, as part of their emergency plan, to undertake a risk assessment of the site, identifying 'safe' areas.

Floods

Sudden flooding may result in local problems within school, making some rooms uninhabitable. However, of greater significance in terms of health and safety is the potential impact on transport arrangements (see the section headed 'Communication' below).

Cold Weather

This may be a problem due to the low temperature in some buildings or may be complicated by heavy snowfalls making access difficult or dangerous.

- The Education (School Premises) Regulations 1999 set a standard of 18C in teaching areas and 15C in the hall/ gymnasium, corridors, cloakrooms and toilets where the external air temperature is 1C or above.

- Failure to reach these temperatures is a maintenance issue, but if there is a breakdown which puts the heating system out of action for any length of time consideration needs to be given as to whether the building can be heated with emergency heating and continue to be occupied.
- Any plans to provide emergency heating, including how these can be obtained and where they can be safely deployed, should be outlined as part of the emergency plan.
- Adverse weather conditions may result in difficulties for some staff in reaching school resulting in pupil supervision issues. In such circumstances the overriding priority will be the safety of pupils.

Disruption to the School's Water Supply

Provided sufficient notice that the water supply is to be disconnected is received, it will be possible to make a decision on whether or not to keep the school open. This decision should be based upon:

- the duration of the disruption;
- the capacity of the water storage tanks which will generally enable toilets to be flushed.

If you are unsure of the water storage capacity of your water tanks, you should seek clarification from your property provider. Occasionally disruption occurs without warning and your emergency plan should help you decide on the appropriate action.

EMERGENCY CLOSURE PRIOR TO THE START OF THE SCHOOL DAY

In certain situations, it may be appropriate in advance to decide that the school should not open. This will generally be as a result of a difficulty where there is advance notice. This could include a planned disruption to water or energy supplies. In such cases, parents should be given as much notice as possible and informed of either a confirmed date when the school will re-open or advised on how this will be communicated. For most schools this is likely to be through the use of parent cascade.

In other situations, weather conditions may worsen dramatically overnight. In such circumstances it will be important that decisions over closure reflect:

- intelligence over the weather conditions in the school's catchment area;
- the likelihood of a sufficient number of staff being able to reach school to make it safe to operate;
- the timing of any decision, taking account of the travel arrangements of the school.

When the Headteacher decides, in consultation with the Chair of Governors as appropriate, that severe weather warrants school closure s/he should:

- a) Inform staff, using a cascade system
- b) inform parents, using a cascade system;
- c) inform any transport contractor who might otherwise collect children and bring them to school;
- d) inform the Education Adviser for the school;
- e) inform the Chair of Governors as soon as is practicable (If the Chair was not involved in the decision making process)
- f) wherever possible, ensure that local staff are able to be at the school to inform any parents or children who may not have received the closure message.

The implications of all of this are that it is especially important that all parents are aware (and reminded from time to time) of the arrangements that will be used to inform them of an emergency closure. In the confusion that often accompanies unexpected severe weather, it will be important to minimise the risk of unaccompanied children being stranded at bus pick-up points and being unable to return home if parents have left for work.

SENDING PUPILS HOME EARLY

In some exceptional circumstances, a review of the local situation may lead a Head to decide that the school, or part of the school, should be closed early. Such a decision should not be taken without first consulting appropriate persons, including the Chair of Governors, and if the LA maintains the school, an officer of the authority. Such temporary and emergency closures do not count against the requirement for a school in the maintained sector to meet the minimum number of sessions each year.

A number of factors need to be considered in making this decision including:

- It may often be safer to keep pupils in certain parts of the school rather than send them home early.
- There are many communication difficulties associated with contacting a large number of parents/carers, especially during the day.
- Transport and school meal arrangements are often difficult to change at short notice.
- Any decision over sending pupils home early must also include an informed assessment over their safety. This will need to reflect their age and any special educational needs of the pupils and students concerned, in addition to a judgement over their safety in the period between their early arrival in their home area and the time they would normally arrive.

GUIDANCE MATERIALS

TEMPLATE FOR RESPONDING TO A CRITICAL INCIDENT

Issues requiring immediate action

| Action Point | Guidance Note | CIMT Action | Personnel Involved | Done | Who by | Time | Comment |
|--|--|-------------|--------------------|------|--------|------|---------|
| 1. Gather information | <ul style="list-style-type: none"> • What happened/where/when. • How many involved; who are they? • Name and contact numbers of adults at location of incident. • Details and location of injured (severity, name of injured and supervising adult(s) name(s) /contact number). • Details and location of non-injured names, and supervising adult(s) name(s) /contact number. • Has anyone else been informed e.g. Emergency Services, Education Adviser (what were they told?). • Ensure Education Adviser/LA and Chair of Governors are informed. | | | | | | |
| 2. Call a meeting of the Critical Incident Management Team (CIMT) for briefing | <ul style="list-style-type: none"> • Assign tasks and ensure each individual knows what is expected and logs their action on a central log of events record sheet. • Consider whether you may need to close the school. • Identify a member of CIMT as the person to co-ordinate information. • Consider communication to school staff/pupils/community. | | | | | | |
| 3. Establish a base for CIMT (this may be off school site) to operate with dedicated phone use | <ul style="list-style-type: none"> • CIMT to agree a statement for all incoming calls, which can be managed by properly briefed staff or via informative answer phone messages where not all school lines can be operated personally (e.g. after school hours). • CIMT to brief personnel having direct links with public/media (factual brief statements only). (Discourage any speculative discussion; route all press enquiries to County Press Office in the case of a serious incident). • Establish press release in conjunction with the County Council Press Office. • Ensure telephone line(s) or mobile phones for outgoing calls available. • Action the 'telephone cascade' for staff and governors [where appropriate] to keep information flow fast and accurate. | | | | | | |

Communication

| | | | | | | | |
|--|---|--|--|--|--|--|--|
| <p>➤ Contact families whose relatives (children and adults) are or may be involved</p> | <ul style="list-style-type: none"> • Should be done quickly and with great sensitivity, preferably by a CIMT member – but remember it is the responsibility of the police to notify next of kin in the event of a death. • Consistency of information is essential, therefore use agreed statement and most up-to-date information from your contact adult on the site. • Try not to leave messages or use extended chains of communication. • Establish a reception base for concerned relatives coming to the school. Think carefully about the siting of this base (access phone/internet etc.). • Ensure people who can comfort and inform relatives staff this. Maintain direct contact with this base. | | | | | | |
| <p>➤ Prepare general information for all parents/staff/governors</p> | <ul style="list-style-type: none"> • If you have concerns about issues of legal liability or the likelihood of police action, any further information should be drafted with the help of the appropriate Education Adviser. S/he can check with relevant agencies before letters are issued to the wider school community. • Information should be simple, factual, express sympathy, concern, and should indicate when further information may be offered. | | | | | | |
| <p>➤ Briefing school staff and governors</p> | <ul style="list-style-type: none"> • Ensure CIMT have a schedule to brief staff on a regular basis. • Ensure all staff (teaching and non-teaching) and governors are discouraged from speaking to the media. This responsibility should be referred to a named person in the team and/or the County Press Office. | | | | | | |
| <p>➤ Briefing pupils</p> | <ul style="list-style-type: none"> • Usually best managed in class or tutor groups by adults best known to the pupils. The agreed statement can then be delivered in a way that is age-appropriate to the group. • A large gathering can generate hysteria, which can become a management problem in itself. | | | | | | |

Issues to be dealt with as soon as possible

| Action Point | Guidance Note | CIMT Action | Personnel Involved | Done | Who by | Time | Comment |
|---|--|-------------|--------------------|------|--------|------|---------|
| <p>1. Ensure continuing support for needs of pupils, staff and relatives of those involved in the incident is planned</p> | <ul style="list-style-type: none"> • A member of CIMT is identified as having responsibility for ensuring continuing support. • Your Education Adviser may have mobilised help from a variety of agencies able to offer support and counselling to those immediately affected: • Educational psychologists • Experienced counsellors | | | | | | |

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| | <ul style="list-style-type: none"> • Social Workers • Child protection staff • Emergency Planning team • Locality teams • Area Directors • Property, Press and PR • Health and Safety • You need to discuss likely continuing needs with relevant professional staff. Local religious communities may be able to contribute or take a lead in providing a longer-term focus for support. • You may want to make a detailed plan of who can offer types of support and for how long this can be continued. | | | | | | |
| 2. Provide a focus for expressions of sympathy if appropriate. Refer to Bereavement Guidance in Managing Cambridge Schools (October 2006) for more detailed information | <ul style="list-style-type: none"> • You may wish to place a table in the foyer or a vase of flowers, with a book for tributes/condolences. Sufficient space for items of remembrance may be helpful – the public and the school community may wish to place flowers or other tributes which can block fire exits or emergency service access points if not managed. • It may be more appropriate to negotiate a location away from school, i.e. church or public building. | | | | | | |
| 3. Further information Bulletin | <ul style="list-style-type: none"> • In your statements to the press and letters to the wider school community, you should indicate when you expect to be able to give more information. Try to honour this even if the update is very limited. You will create tension or possibly aggravate recipients of your information if your timescales are not adhered to. • Clear your letters and statements with the County Press Officer and Police if necessary. | | | | | | |

Supporting people involved – action extending over time and into the recovery phase

| Action Point | Guidance Note | CIMT Action | Personnel Involved | Done | Who by | Time | Comment |
|---|--|-------------|--------------------|------|--------|------|---------|
| 1. Share information and advice about what has happened (this will apply immediately but will continue) | <ul style="list-style-type: none"> • All staff will need information about what has happened. • Staff should be advised about how to talk to and support children. • Information should be provided for staff on counselling available to pupils and to themselves. | | | | | | |

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| | <ul style="list-style-type: none"> Parents may need information and advice on supporting and getting help for their children. | | | | | | |
| 2. Acknowledge the consequences of the event on the school's community, their reactions and feelings | <ul style="list-style-type: none"> The incident may cause stress throughout the school. Acknowledge openly that the incident may affect people (children and adults) emotionally in different ways and at different times. Recognise that the behaviour, concentration and performance of children and adults may change. Recognise that not all staff will feel able to support others. Be aware of staff who are taking the brunt of supporting others, and ensure that they, too, receive support. | | | | | | |
| 3. Provide opportunities for pupils and staff to express personal reactions (immediate and continuing need) | <ul style="list-style-type: none"> Pupils should be encouraged to talk about their feelings in class, smaller groups, or individually, with active listening. Some pupils may show signs of needing support beyond the staff's competence or confidence. Extended counselling should be identified (with parental permission). Staff closely affected by the event should have opportunities for debriefing and counselling if they require it. Staff responsible for managing the critical incident should be offered supervision and relief. Some adults and children may need therapeutic help for an extended period after the event. | | | | | | |
| 4. Consider the overall response of the school | <p>The CIMT may need to consider:</p> <ul style="list-style-type: none"> Attendance at a funeral. (It will not normally be appropriate to close the school.) Discuss attendance with the Education Officer. Visit(s) of staff/children to hospital. Expressions of sympathy to families affected. An assembly or service to mark the event. A memorial in the school or school grounds. It is advisable to consider this carefully and ensure full consultation with all parties. | | | | | | |
| 5. Re-establishing normal routines | <ul style="list-style-type: none"> Normal routines should be established as soon as possible as these provide security and stability at a time of stress and/or emotional upheaval. Bear in mind the need to create time and space for thinking and grieving about the event. Pupils should be encouraged to resume normal attendance. | | | | | | |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | <ul style="list-style-type: none"> • Children who cannot attend school due to injury or distress may need other ways of maintaining the contact with the school and school personnel. • Consider how/when personal effects of deceased pupils should be removed. | | | | | | |
|--|--|--|--|--|--|--|--|

MANAGING CRITICAL INCIDENTS TIME PLAN

| Task | Time Scale |
|---|-----------------------------|
| Obtain as much factual information as possible at start of crisis. | Immediate |
| <i>Alert Headteacher. Headteacher to alert the CIMT, Education Officer/LA.</i> | Immediate |
| Convene meeting of the Critical Incident Management Team. | Immediate |
| Start the incident log. | Immediate |
| Make arrangements for handling the media in liaison with Education Officer/Press and PR. | Immediate |
| Carry out quick appreciation of immediate response required. | Within first hour |
| Select and set up control arrangements - decide roles and responsibilities of CIMT. | Within first hour |
| Communicate details of the incident to staff, pupils, governors and parents as appropriate. | Within hours if practicable |
| Inform pupils in a sensitive way - small groups if appropriate. | Within hours if practicable |
| Arrange a debriefing meeting for staff involved in incident. | Before leaving school |
| Arrange a debriefing for pupils involved in the incident. | Before leaving school |

Even when the incident has ended, arrangements to return the school to normal could go on for some time.

| | |
|--|-----------------------------------|
| <i>Facilitate support for high-risk pupils.</i> | Next few days, could go on longer |
| Funerals, rituals and memorials. | Next few days |

| | |
|---|---------------------|
| Decide/agree a range of response and support measures. These have potential to run for many weeks/months. | As soon as possible |
| Suggested reading and other resources. | As soon as possible |
| Review and revise plans in light of experience. | As soon as possible |

APPENDIX 1 SAMPLE LETTER

Dear Parents/Carers,

You may have heard/or
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 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
- lunch time arrangements
- changes to staffing
- arrangements for specific classes/year groups
- counselling

(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

APPENDIX 2 REFERENCES AND SUPPORT AGENCIES

If you have difficulty accessing any of the following reference materials, please contact the Educational Psychology Service who may be able to assist.

- ❑ **DfE Teachernet Emergencies website** (2006). www.teachernet.gov.uk/emergencies The Teachernet website contains useful pages of advice & guidance for schools on how to cope with emergencies. For example it contains an interactive web tool that school can use to design their own emergency plan.
- ❑ **Loss, bereavement and critical incident resource pack** (2000) The Scottish Educational Psychology Development Programme.
- ❑ **Giving sorrow words**
Managing bereavement in schools a resource manual (1998) S.Killick & S.Lindeman. INSET pack – has an accompanying video.
- ❑ **Safety and disaster management in schools and colleges** (1998) D. Kibble.
- ❑ **Dealing with disaster** (1994) HMSO Publications.
- ❑ **Wise before the Event** (1993) W.Yule & A.Gold. Calouste Gulbenkian Foundation.
- ❑ **Helping children cope with grief** (1998) R. Wells. Sheldon Press.
- ❑ **Death and loss: compassionate approaches in the classroom** (1995) O.Leaman. Cassell: studies in personal and social education.
- ❑ **Helping children to manage loss: positive strategies for renewal and growth** (1998) B. Mallon. Jessica Kingsley Publishers.

- **Coping with unhappy children**
(1993) Ved Varma (Ed). Cassell: studies in personal and social education.
- **Children and bereavement, death & loss: what can the school do?**
(1993) P. Wagner. National Association for Pastoral Care in Education.
- **Grief in children** (1990) A. Dyregrov. Jessica Kingsley Publishers.
- **The forgotten mourners**
(1995) M.Pennells & M. and S. Smith. Jessica Kingsley Publishers.
- **Interventions with bereaved children**
(1995) M.Pennells & M. and S. Smith (Ed). Jessica Kingsley Publishers.
- **Coping with disastrous events:** Kent County Council.
- **Critical incidents, a support framework for schools:** Norfolk Education Dept.

Appendix 3

CHILDREN AND BEREAVEMENT: USEFUL HELPLINES, SUPPORT GROUPS AND AGENCIES

- **The compassionate friends.** National support group for families who experience bereavement. Will also offer resources 'on loan' to schools.
Helpline: 08451 232304 www.tcf.org.uk
- **Cruse.** National organisation that supports the bereaved.
Cambridge helpline: 01223 302662. www.crusebereavementcare.org.uk
- **Centre 33.** Voluntary organisation aimed specifically at 'young adults', defined as those under 26. Can provide information, counselling and support with bereavement & loss. Tel: **01223 316488.** www.centre33.org.uk
- **CAMHS.** Child and Adolescent Mental Health Services.
Brookside Clinic, Cambridge **01223 746001.**

Hinchingbrooke Hospital, Huntingdon **01480 415300**.

- ❑ **Childline.** National helpline for children and young people experiencing distress. London office **020 7650 3200**. Emergency Helpline **0800 1111**.
- ❑ **Child death helpline.** Telephone helpline for anyone affected by the death of a child. Tel: **0800 282986**.
- ❑ **AICH.** Advice, Information, Counselling Huntingdonshire. A registered charity, which provides free, independent and confidential counselling to young people (aged 14 – 25) in the Huntingdon area: **01480 435061**
- ❑ **The children's hospice for the eastern region:** Milton, Cambridge **01223 815100**
- ❑ **The Samaritans.** Tel: **08457909090** www.samaritans.org.uk
- ❑ **Winston's Wish.** Provides support for bereaved children up to 18, plus their parents and carers. Family line: **084 5203 0405** www.winstonswish.org.uk
- ❑ **National Children's Bureau.** Tel: **020 7843 6000**
- ❑ **The Refugee Council.** Tel: **020 7346 1134**
- ❑ **The child bereavement trust.** Support and counselling for grieving families. Tel: **08000288840** www.childbereavement.org.uk

APPENDIX 6 PANDEMIC INFLUENZA

During a pandemic, the Government will issue firm advice on the full range of response policies, based on its understanding of the nature of the pandemic virus and its likely impacts. Uncertainty about the nature and impact of the pandemic virus means that planning across all sectors needs to be sufficiently flexible to cope with a range of possible impacts. An influenza pandemic, or threat of one, will create a high demand for information and advice about the threat and responses to it.

The pandemic virus may spread rapidly in schools and other education establishments. If spreading rapidly, Health Departments will advise local authorities about the measures to be taken to prevent the spread of the virus. This advice would particularly apply to younger children, childcare settings and education establishments and may include closing down for a short period, and management of pupils/students travelling within, to and from the UK. Education Departments will assist in disseminating the advice to the various education sectors. Pandemic Influenza Guidance has been produced by the DfES to provide information for schools on how to plan and manage a flu pandemic situation.

Government Advice to the Public (Pandemic Flu - Frequently Asked Questions NHS) states:

Pandemic flu is likely to spread rapidly in schools, so they may have to close. Some may also have to close for short periods because of staff shortages. This, in turn, will affect working parents who may need to stay at home to care for their children. Closing schools, will therefore, have an impact on business continuity and the maintenance of essential services. Decisions on whether to close schools as a measure to try and slow the spread of the pandemic will be taken at the time.

The NHS UK Influenza Pandemic Contingency Plan (Oct 05) states:

Influenza will spread rapidly in schools. In 1957, for example, up to 50% of school children developed influenza, but even those schools, which were most severely disrupted, had returned to normal 4 weeks after the appearance of the first case. In residential schools, attack rates reached 90% often affecting a whole school within a fortnight.

More information concerning Pandemic Information can be found at:

- UK Resilience
www.ukresilience.info/latest/human_pandemic.shtm

- The Department of Health
<http://www.dh.gov.uk/PandemicFlu/fs/en>
The Health Protection Agency
- http://www.hpa.org.uk/infections/topics_az/influenza/pandemic/default.htm
- Teachernet
- <http://www.teachernet.gov.uk/emergencies/planning/flupandemic/>