



## **EMERGENCY/DISASTER CONTINGENCY PLANNING & GUIDANCE**

**To include:**

- **Critical Incident plan (CIP)**
- **Emergency evacuation plan (EEP)**
- **Emergency closure plan (ECP)**
- **Lock down procedures (LDP)**
- **Bereavement guidelines (BGU)**
- **Safeguarding**
- **Support for local emergency planning (SLE)**

## **INTRODUCTION**

### **Rationale**

The purpose of this plan is to minimise the impact of crises on children, parents/carers, Governors and our community in the event of an emergency. It aims to deal with the School's response to all forms of emergency. This will enable all of our community to move into action proactively in making decisions, clarifying the emergency and communicating with relevant and appropriate bodies. Governors will review this planning policy annually with advice from the senior leadership group.

### **Emergency/Disaster contingency planning and guidance**

Schools should be in a position to respond immediately to potential critical incidents. Health and Safety checks through our policies and procedures, combined with relevant, up-to-date and tested evacuation procedures assist the school in responding to particular situations. However Millfields Community School must be able to respond to unexpected situations in a co-ordinated and effective way. Potential critical incidents include:

- Death of any member of the school community
- Violence and assault caused by an internal or external agency
- Intentional destruction or vandalism of part of the site
- Hostage taking of any member of the school community
- Road, rail or air traffic accident involving any member of the community
- Natural disaster in the school, immediate or national community
- Death or injuries on school journeys
- Civil disturbances and terrorism
- Fire or bomb threat
- Bad/inclement weather
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Millfields Community School will respond to these issues in six ways by adopting and exercising policies on:

1. Critical Incident plan (CIP)
2. Emergency evacuation plan (EEP)
3. Emergency closure plan (ECP)
4. Lock down procedures (LDP)
5. Bereavement guidelines (BGU)
6. Support for local emergency planning (SLE)

## **INSTANT RESPONSE PLAN TO ALL EMERGENCIES**

It is essential that the response to any emergency is timely, consistent, professional and co-ordinated in a way that minimises the impact to all members of our community. The response to emergencies will be dependent on the nature of the critical incident. The sounding of alarms will instigate the automatic response to either:

- a potential fire/bomb threat where immediate evacuation of the buildings is required (fire bell)or:
- the need for a 'lock down' where immediate containment of all people within the building is required (school bell pattern)

The receipt of relevant information will be the prompt for the school instigating an 'instant response plan'. On that basis, the following procedure will be adopted in the event of any self-declared or informed emergency:

1. The Headteacher (Deputy Headteacher in their absence) will declare an 'emergency'
2. The Headteacher will summon all members of SERT immediately to their office as an initial response to emergency planning.
3. SERT will take specific responsibility for key aspects of the emergency response as:
  - a. Headteacher – overall co-ordination of response and informing the chair of governors of the emergency in the first instance
  - b. Deputy Headteacher – overall co-ordination of the collection of data and response of relevant members of the Leadership Team and staff; overall co-ordination of all aspects of internal and external communications
  - c. Health & Safety Officer – overall co-ordination of the response to the dealings with students
4. The Headteacher's office will remain the focal point for our critical incident coordination and only decisions emanating from there will be accepted as auctioning relevant responses by all named members of the school community
5. All media responses and other public communications must be co-ordinated through SERT
6. Specific policies which are subsumed under the umbrella of our Critical Incident Policy (CIP) will be linked to a specific member of staff for annual update and approval. The CIP will be maintained by the Headteacher of the school.

## 1. CRITICAL INCIDENT POLICY (CIP)

CIP updates through the LA Emergency Planning Guidance for school to include:

- Details of local authority contacts
- Incident logs
- Network back-up tapes

Health & Safety policy (**Health & Safety Officer**). To include:

- Site security

Arrangements for evacuation (**School Business Manager**). To include:

- Site plans of the school
- Building plans of the school
- Emergency isolation points for main services
- List and locations of chemical storage
- LA insurance forms with contact details
- Support for local emergency planning
- Emergency Closure procedure
- Student support including counselling and bereavement (ITL?)

Emergency communications protocols (**Health & Safety Officer**). To include:

- LA out of hours emergency procedures and contact numbers
- Communication details of local media contacts
- Website information
- Staff, student and governor emergency contact list (Senior Admin Officer)

## **EMERGENCY EVACUATION PROCEDURE (EEP)**

### **STATUS: DATE ESTABLISHED: REVIEW DATE:**

statutory/ recommended/ additional Autumn 2007 Autumn 2010 Autumn 2013 Autumn 2016

### **CONSULTATION:**

SLT, Governors, Teachers, TAs, Admin team, Premises Manager, H&S Committee

### **RELATIONSHIP TO OTHER POLICIES AND PROCEDURES:**

Risk Assessment, Health, Medication and First Aid, Inclusion, DDA, **Critical Incidents Guidance Manual for Schools, Fire Log Book and Emergency Plan**

### **RESOURCES:**

Critical Incidents Guidance Manual for Schools, Fire Log Book and Emergency Plan, Mobile phones in 'grab box'

### **PURPOSE AND AIMS:**

Millfields Community School aims to provide a safe and healthy learning and working environment. Provisions to achieve this must include robust planning for emergencies, based on current advice from the Local Authority. This policy interprets such advice for the specific needs for the Millfields Community School community regarding Fire Evacuation management, Evacuation Procedures and Sheltering to accommodate different kinds of emergencies.

#### **Aims:**

- To ensure procedures are in place to support Health and Safety Policy and to comply with current legislation.
- To provide information on staff responsibilities in case of emergencies.
- To consider the individual care needs of all members of the school community in case of an emergency, as far as is practicable

### **ROLES AND RESPONSIBILITIES:**

On hearing the Fire evacuation alarm, all staff will stop what they are doing and calmly inform children that there is a fire alarm.

Depending on their role, staff will undertake action to support evacuation procedures and this may include operation of the fire alarm panel, raising the alarm, calling the Fire Brigade, location and use of portable fire fighting equipment, dealing with the evacuation of members of staff or pupils with specific needs, awareness of special fire hazards within school (COSHH), stopping machinery, the contents and location of the Fire Log Book and Emergency Plan.

Staff in charge of children are responsible for:

- Taking out with them the laminated emergency card with pupil numbers on
- Asking children to stand and leading them **in silence** immediately to the nearest safe fire exit.
- Taking a headcount at the fire assembly point and then the register to ensure that all children are accounted for. If any children are not accounted for, their names must be reported to the Emergency Director of Operations (most senior member of staff on site, usually Headteacher)
- **not engaging in conversations with other staff**

All children are responsible for:

- Knowing the action to be taken if they discover a fire
- Knowing how to raise the alarm
- Knowing the action to be taken on hearing the alarm
- Knowing the location of fire exits around the school
- Knowing the location of the emergency assembly point
- Listening carefully for any instructions that their teacher is giving
- Assembling quietly at the emergency assembly point so that a register can be taken
- Acting as a possible “fire buddy” to children particularly vulnerable in emergencies (SEN, EAL, etc.), ensuring that those children are lead out to the emergency assembly point.
- Knowing the dangers of fire and the importance of Fire Safety within the school, including the importance of not collecting belongings
- Knowing the implications of false alarms
- **not engaging in conversations with other staff/children**

The Headteacher is responsible for:

- Arranging a fire drill at least once on alternate terms. This will be conducted in as many different circumstances as possible to allow staff and pupils to practise under different conditions.
- Identifying if a fire alarm is genuine or an accident. If the cause is obvious, the Headteacher may choose to return to the building and silence the alarm fix the broken glass and reset the alarm. If the cause is not obvious, a member of the SLT will contact the Fire brigade
- Acting as Emergency Director of Operations (point of contact for emergency services), coordinating the evacuation, informing the Emergency services upon their arrival of any children unaccounted for
- Bringing the contents of the Emergency Box to the attention of the Fire Service
- In case of a critical incident, gathering as much information as possible, following the Essential Information Prompt, the Example Log and the instructions given in the Critical Incidents Phone pack located by the phones in the Admin. Office, Headteacher’s office, the leadership office and the Admin. Manager’s office.
- Evaluating and reporting on any evacuation of the school building.

The Senior Leadership Team is responsible for:

- observing Fire Evacuation and other Emergency drills, taking note of the time it took to evacuate the school (see evacuation record form)
- arranging ‘block’ in fire evacuation drills
- contacting the emergency services.
- Ensuring that the gate into the playground is opened to allow access to emergency vehicles.
- If the ‘All clear’ is given by the emergency services, the SLT will affect the safe return of all children and staff to the school buildings.
- Supporting the Emergency Director of Operations in their role and decision making.
- In the event of a severe fire, evacuating all staff and children to Rushmore School.
- In case of a critical incident, gathering as much information as possible, following the Essential Information Prompt, the Example Log and the instructions given in the Critical Incidents Phone pack located by the phones in the Admin. Office, Headteacher’s office, the leadership office and the Admin. Manager’s office.
- Depending on the nature of the incident, contacting the emergency services, alerting the Education Critical Incident Team
- Supporting the Headteacher and class teachers during the sheltering period

The Staff are responsible for:

- if they are close to their area, checking their area for remaining children or adults and leading them safely to the emergency assembly point
- closing doors and windows behind them without putting themselves at risk
- paying particular attention to children or adults who are vulnerable in case of emergencies. These include SEN children, EAL children ,those who experience difficulties with their hearing, sight, mobility etc.
- reporting their area as SWEPT to the Emergency Director of Operations (most senior member of staff, usually the Headteacher) and producing indicator card; KS1 Toilets, KS2 Toilets, Library, Disabled Toilets,
- If they are attached to a class, once out of the building, re-joining that class and supporting the class teacher or supply staff
- In case of a non-fire emergency, staff will check their area for remaining children or adults and lead them safely to the KS2 Playground.

The Admin Team are responsible for:

- on hearing the fire or incident alarms, collecting the class registers, visitors' book, staff in/out books, emergency grab box, at least one First Aid Box, and all medication (such as inhalers, EpiPens, insulin) that may be necessary in an emergency, and then make their way to the assembly point or to KS2 Playground, depending on the nature of the incident.
- ensuring that all visitors/staff/contractors are accounted for
- ensuring visitors and contractors to the school sign the visitors' book and are aware of the Fire Safety Precautions published in school reception
- ensuring that any individuals or organisations taking part in out of hours activities on school premises are aware of the school's fire safety procedure.
- Making such organisations or individuals aware of their responsibility to carry out their own fire safety risk assessment of the activity
- Maintaining the Emergency Box (grab box) to contain:
  1. school mobile
  2. school closure contact numbers for local radio stations etc.
  3. Incident form (to be handed to the ambulance)
  4. contact lists for whole school (to be updated every term)
  5. staff contact list (to be updated every term)
  6. a list of children's medical conditions
  7. details of children with serious conditions
  8. List of people insured to drive with children
  9. Map of school
  10. Maps to local hospitals
  11. all documentation for a Fire Emergency (as specified in the Fire Emergency Log Book).A separate list of contents is included in the box

The Health & Safety Committee is responsible for:

- Suggesting a variety of different fire drill scenarios to the Headteacher. All fire evacuation drills should be carried out assuming that at least one of the familiar escape routes is blocked by a fire.
- Ensuring the Fire Log Book is updated regularly, the regulations contained therein are adhered to and all recommendations followed.
- Analysing any observations made by zone wardens, taking suitable action and recording it in the Fire Log Book.
- Monitoring Evacuation Record Forms.
- Notifying all staff of the action to be taken during the next staff meeting.
- Ensuring that Fire Awareness is part of new joiners' induction training.,
- Ensuring that Emergency Procedures are part of new joiners' induction training on their first day, depending on their role
- For non-fire emergencies. the H&S Committee will suggest a variety of different drill scenarios to the Headteacher.
- Ensuring the Sheltering Box is updated regularly.
- Ensuring the Emergency Grab Box s updated regularly.

Other members of the school community (Visitors, Contractors) are responsible for:

- Being aware of the school's Emergency Procedures Booklet
- Reading the safety precautions in School Reception
- Signing the visitors' book when entering school premises and when leaving
- Informing the Emergency Director of Operations when they are leaving the scene of an emergency or emergency drill.

**MONITORING AND EVALUATING:**

This procedure will be monitored by the Headteacher and governors and will be considered if the following criteria are observed:

- Evacuation is prompt and staff effective in taking on assumed roles
- Staff are aware of the difference between evacuation and sheltering
- Parental and child feedback indicates they feel well cared for.



## **LOCK DOWN PROCEDURES (LDP)**

### **STATUS: DATE ESTABLISHED: REVIEW DATE:**

statutory/ recommended/ additional February 2010 February 2012, February 2014, February 2016

### **CONSULTATION:**

Staff, Governors

### **RELATIONSHIP TO OTHER POLICIES AND PROCEDURES:**

Critical Incident Plan, Critical Incidents Guidance Manual for Schools (WB), Fire Log Book and  
Emergency Plan

### **PURPOSE AND AIMS:**

There may be extremely rare circumstances when the school needs to 'lock down' in a definable hostile or threatening situation. Lock down is defined as: **'the immediate retention of all personnel on site in the rooms they are currently residing in on the sounding of a specific school bell pattern'**

Circumstances that may create this scenario may include the presence of an aggressive, violent or armed person on site or the appearance of an uncontrolled and potentially dangerous animal. The school's priority is to secure all its community and to engage with relevant external agencies as soon as is practicable possible to resolve the situation safely.

### **'the ringing of the school bell for 5 rings'**

The school will ensure that staff and students are aware of these procedures and they are practised on a regular basis. **Staff will not independently decide that the lock down situation has ended-A continuous bell ring will signal the end**

### **ROLES AND RESPONSIBILITIES:**

1. Admin Manager/Front office/Caretaker staff ensure that the main entrance(s)/exits are locked and all visitors located. Collect the grab box from the MI room.
2. SERT and other staff who are not attached to a class at the time and can be assembled safely and quickly, should meet in the Headteacher's office, unless otherwise directed.
3. Admin Manager/Caretaker check the halls and escort all pupils and staff into safe areas or Closed classrooms;
4. Caretaker ensures the side/front entrance to the school is locked;
5. Individual teachers lock classroom door(s) and windows.

### **PROCEDURE STATEMENT:**

1. The bell, (kept in the general office), will be rung in groups of five rings as the signal to initiate a lockdown. This signal will activate a process of locking the school's classrooms, offices, and all outside doors of the school.
2. Identified staff from the School Emergency Response Team in HT office (SERT). These staff are the Headteacher, Deputy Headteacher, Admin Manager, School Secretary and Site Supervisor, or their nominated deputy. They will be responsible for assessing the situation and making rapid decisions. Contact via the classrooms is limited and so will be through school comms.
3. At the given signal the children remain in the room they are in and the staff ensure the windows and doors are shut and if possible locked, close blinds etc. Teaching staff should turn off lights and seat children away from doors and windows. Consider seating children in a less visible area and try to maintain a calm atmosphere. Await further instruction. Contact will be made using the telephone system or mobile phones.
4. Teaching staff or responsible adults should remain with pupils at all times. If the teacher is not with their class at the time, then they should only risk returning to class if safe to do so.

Should it be too risky they should join the School Emergency Response Team (see staff roles).

5. Children, staff or visitors not in class for any reason will proceed to the nearest occupied classroom and remain with that class.

6. Children, staff or visitors in the playgrounds will enter the buildings and proceed to the nearest available room and staff ensure the windows and doors are locked.

7. If practicable staff should notify the front office by phone that they have entered lockdown. **NO ONE SHOULD MOVE ABOUT THE SCHOOL.**

8. When it is ascertained that there is no threat or danger to the children, another signal is given using the hand bell (three rings) to inform staff that normal school programs and procedures can resume.

9. As soon as possible after the lockdown teachers return to their home classroom and conduct a roll call and notify the Headteacher immediately of any students not accounted for.

10. Parents are not allowed to collect their children during a lock down procedure, unless SERT agree it is safe to release pupils. School Emergency Response Team will be responsible for contacting the emergency services or parents.

11. Emergencies may very occasionally arise when it is safer for members of the school to remain within the school beyond normal school hours (e.g. a factory fire with hazardous fumes of a terrorist attack). In these situations it is essential that all doors and windows be kept shut and extractor fans and air conditioning should be switched off. SERT should wait for the all clear from the emergency services.

#### **MONITORING AND EVALUATING:**

The policy should be reviewed every 3 years. Monitoring of this will be through:

- TL monitoring the work of teams and ensuring there is an appropriate amount of work produced by each team member including support staff to help the school continue with providing high quality learning and bringing about further school improvement during lockdown as appropriate
- Children feel safe and calm during lockdown
- SERT analysis of all incidence including feedback from stakeholders to ensure procedures
- are as effective as they can be
- Governor review of impact on the day to day management of the school

## **EMERGENCY SCHOOL CLOSURE**

### **STATUS: DATE ESTABLISHED: REVIEW DATE:**

statutory/recommended/additional January 2010 January 2012 January 2014 January 2016

### **CONSULTATION:**

Governors, SLT, Staff

### **RELATIONSHIP TO OTHER POLICIES AND PROCEDURES:**

Critical Incident Health and Safety, Risk Assessments Critical Incidents Guidance Manual for Schools Fire Log Book and Emergency Plan

### **RESOURCES:**

Emergency Staff Contact List, LA, Radio Letter Code, School Comms, Website, Answer Machine

### **PURPOSE:**

Our aim is to avoid, as far as possible, any uncertainty and confusion in the event of possible school closure.

### **ROLES AND RESPONSIBILITIES:**

The responsibility for making the final decision rests with the Headteacher. Discussions with the Chair of Governors, DHT, Caretaker, HSO, Admin Manager who live close to the school will establish local conditions. In addition, contact with Headteachers of local schools will ensure that an informed and united decision can be made. The contact tree will then be used to disseminate any decision to close.

Caretaker Headteacher

Headteacher Chair of Governors/H&S Officer/Admin Manager/Deputy Headteacher

Deputy Headteacher Key Stage Team Leaders/Inclusion Team Leader

Admin Manager Radio Stations/Local Authority/Fun-Time Club/Lettings/Supply

H&S Officer Schoolcomms (parents/staff)/website/Cleaners/Caterers

Team Leaders Teachers in their teams

### **PROCEDURE STATEMENT:**

The school should be open on every possible occasion. It is expected that where staff live within 2 miles that they are prepared to walk or use public transport if necessary. There may however, be occasions when the school will find it necessary to close because adverse weather means that the school site is unsafe and poses health and safety risks to the school community. Untreated roads and hazardous driving conditions will also be taken into consideration. Issues that may lead to school closure include:

- Snow is 10cm deep and set to continue
- Extreme icy conditions would put pedestrians and vehicles at risk after severe snow/rain
- Wind is reaching gale force and fences/ bins are moving with small debris flying
- Flash flooding indicates that water is covering the ground at 3cm or deeper
- Heat is reaching 35+ in the shade or temperatures are dropping to below 0 degrees inside. This would mean working conditions of between 18-26/28 Celsius. This evaluation takes place at 11am on the day as an indicator of how the day will progress.
- The school is unable to meet basic staffing levels based on a class ratio of 1: 30
- There is no heating ( and weather is an issue) or water

To make a decision, regular information is obtained from the Met. Office and the Highways Agency, as well as local reports from BBC and Sky weather sites. Discussion with key members of staff and contact with other Headteachers will inform the final decision. Decisions on whether or not to close the school are never taken lightly. The first consideration is always the safety of the children. In adverse weather conditions, where staff live some distance from school, the journey to school may be too hazardous for them to set out and, once here, equally hazardous for them to get home. Health and Safety risk assessments are completed (and available on request) and we cannot open the school if there will be insufficient staff in school to properly supervise the children or indeed provide a meal for them during the school day.

### **1. In the event of adverse weather:**

- A decision will be made between 6am and 7am (or in extended adverse weather conditions, where possible, the day before) whether the school should be open or needs to be closed.
- In the event of closure, the school will send: a text message to parents via School comms
- put a notice onto the school website 'home page' and having notified Hackney Council, the information will also be on the Council website.
- When the school re-opens, the Headteacher and Health & Safety Officer will liaise with the Caretaker to ensure that the paths are cleared and that arrangements are made to ensure the safety of the children, parents, staff and visitors.
- If children are left uncollected then alternative carers will be sought through friends/relations.

### **2. Arrangements for the continuation of learning during school closure:**

Prolonged school closures could seriously affect children's education, local authorities' have a legal duty to provide education "at school or otherwise' for children who for any reason may not for any period receive suitable education unless such arrangements are made for them"(DCSF 2006 guidance). It is not expected that the full curriculum will be provided but that certainly children will have access to learning relevant to their age and ability where possible.

The schools website provides a learning platform already to children and this will be used as a core tool in sharing learning activities. Not all children have access to a computer and so the school will also try to run a drop in for parents and children during a period of school closure as appropriate to support any queries and provide paper versions of work set. This may be onsite or at another location. Parents and governors may also be invited to help pass on key tasks to families close to them.

The Headteacher will decide whether staff are able to work at home or required to attend school. Factors that will guide this include

- Childcare and well children at home in the case of a pandemic
- Ability to get to school
- Whether staff are well enough to attend
- The nature of work undertaken by individual staff

Any school closure longer than one half day will be counted as PPA time and must be used for this by teachers and support staff as appropriate. Staff are expected to work their time at home during school closure and should ensure they have things that can be done in preparation for any school closure where possible.

### **MONITORING AND EVALUATING:**

The procedure should be reviewed every 3 years. Monitoring of this will be through: monitoring the work of teams and ensuring there is an appropriate amount of work produced by each team member including support staff to help the school continue with providing high quality learning and bringing about further school improvement during school closure.

- SERT analysis of all incidences including feedback from stakeholders to ensure procedures are as effective as they can be
- Governor review of impact on the day to day management of the school

## **BEREAVEMENT GUIDELINES (BGU)**

### **STATUS: DATE ESTABLISHED: REVIEW DATE:**

statutory/recommended/additional Autumn 2007 Autumn 2010 Autumn 2013 Autumn 2016

### **CONSULTATION:**

Teachers, Leadership team, Governors

### **RELATIONSHIP TO OTHER POLICIES AND PROCEDURES:**

PSHE, CIP?

### **RESOURCES:**

Daisy's dream, CRUSE

### **PURPOSE AND AIMS:**

In the past, people have sometimes underestimated the impact of death upon young children.

While it is true that their understanding of death develops over a prolonged period of time, it is clear that young children suffer deeply from the death of a member of their family. This suffering is more intense when they do not have opportunities to talk or to grieve openly, and do not feel that those close to them recognise their feelings - even though they themselves may not yet have the words to express them. Many of the children in our care are likely to encounter the death of a pet, grandparent, other relative or family friend during their time at Millfields Community School. For a few the loss will be more immediate and traumatic, involving the loss of a parent, sibling or personal friend. Reactions to bereavement may include withdrawal, open distress, tears, panic, aggression, anxiety, fear and other signs of stress. As children mature, the death is felt and questioned at new levels, emotionally and intellectually, often causing renewed grief and distress, which can appear to be deeper than the original grief. At school we should aim to provide a stable and supportive environment in which he/she is able to gradually come to terms with the loss. It is recognised that this process is lengthy and support is likely to be required long term.

### **Aims:**

- To foster a caring attitude to those suffering a bereavement.
- To encourage a consistent, yet flexible approach to the situation.
- To promote wider staff understanding and compassion in supporting children
- To provide support and guidance to individuals as appropriate

### **PROCEDURE STATEMENT:**

1. Children should be allowed time to grieve and know that tears are often an outward sign of that grief.
2. It should be made known that staff will find the time to listen and talk and will do their best to comfort when necessary.
3. It may be necessary for the bereaved child to have a safe place to go to, especially if the grief expresses itself in rage.
4. Children should be aware that staff will try to help them to come to terms with their feelings.
5. A distressed child should be allowed time and access to materials in order that he/she may express their feelings in their own way.
6. The family of the child should be sent a letter of condolence and then communicated with regularly share how the child is coping.
7. Sensitivity is needed so that deep grief is not triggered at an inappropriate time. It may be appropriate to rearrange the timetable, e.g. not teaching about death rituals to a newly bereaved child.
8. All staff (teachers, SAs, LTA, office staff, crossing patrol, after school club, peripatetic teachers and cooks) should be aware of the situation so they can respond sensitively.
9. The possible fears, insecurities and emotions of other children which may arise from the situation should be recognised and addressed sympathetically.

10. Religious, cultural and social backgrounds, as well as parental wishes, should be taken into account when considering appropriate responses.
11. Key dates and times should be passed on to the next teacher or school.
12. Ensure the family have information about Bereavement counselling and Daisy's Dream.
13. It may be appropriate for the class teacher to talk to the class, to create opportunities for them to ask questions and discuss how they can help their bereaved classmate.
14. The class teacher should be given time to formulate a response plan.
15. Bereavement will be discussed as part of staff development on a regular cycle with a view to supporting staff with this difficult topic and preparing them for this in school
17. A list of contacts and reference books are attached for information

## **APPENDICIES:**

### Appendix 1

#### Response plan

As soon as possible after the school is told

Decide how pupils should be told, and identify previously bereaved children in case they need extra support.

Write a letter for pupils in class to take home which outlines possible responses and reactions, include helpline support.

Send a letter of condolence to the family concerned.

Before the child returns to school In child's class pupils should explore how they might respond to child, use PSHE to explore loss and grief.

Class teacher could visit child at home to tell him structures in place for support and identify an adult supporter for him/her.

When the child returns to school

- Class teacher and child have some time together. Child is told he can leave lessons to find supporter when he needs to.
- Time is set aside at the end of the day to check how things are and identify any problems.
- Although other children will want to express their sympathy in the form of cards, drawings or letters, these should be collected up placed in an envelope and given to an adult who cares for the child so that they can chose an appropriate time for them to be shared.
- Teachers identify any areas of the curriculum that could be sensitive to him e.g. for a child whose father has died in a car crash, it might not be sensitive to do 'How can we make our local area safer'
- The process of supporting a child through bereavement cannot be measured in time. At sensitive times of the year (anniversaries, Christmas) more support may be needed.

### Appendix 2

If a child in school dies

- Children in their class should be informed first
- It should be acknowledged in school through collective worship.
- The head teacher and class teacher should together formulate a response plan.
- Friends and classmates should be able to express their grief and be supported in this
- The class teacher should be supported by colleagues and be encouraged to attend the funeral if appropriate.
- The child's books and work should be kept and returned to parents at an appropriate time.

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Appendix 3  
If an adult in school dies

- This should be acknowledged in school through collective worship as soon as possible. If a class teacher the class should be informed first by a member of leadership team with support staff.
- Parents should be informed and help lines identified.
- Children should be encouraged to express their grief in an appropriate manner
- A letter of condolence will be sent to the next of kin.
- With the family's consent a member of staff will attend the funeral.

Contacts

Daisy's dream [info@daisysdream.org.uk](mailto:info@daisysdream.org.uk)

Winston's wish **08452 03 04 05**



## **AGGRESSIVE ADULTS**

### **STATUS: DATE ESTABLISHED: REVIEW DATE:**

statutory/recommended/additional March 2010 March 2012 March 2014 March 2016

### **CONSULTATION:**

Headteacher/ TL/HSO

### **RELATIONSHIP TO OTHER POLICIES AND PROCEDURES:**

Code of conduct, RA on aggressive adults

### **RESOURCES:**

Phone, another adult

### **PURPOSE:**

Behaviour with intensity or duration that physical safety is likely to be placed in jeopardy or behaviour which can limit or delay access to the use of ordinary community facilities.

Behaviour can escalate through:

1. Something that has happened in the lead up to the event to cause low level stress
2. Look for warning systems that alert you to how someone is feeling-physical behaviour, body language
3. Crisis situation-this may involve physical intervention or removal from a situation
4. Recovery from the situation for the person and member of staff-ensure a debrief for staff (TL/ line manager role)

Consider managing behaviour proactively through:

1. Good 2 way communication
2. Giving choices
3. Ensuring a supportive and formal environment and that physical needs are met
4. Changing member of staff who is interacting depending on relationship
5. Relaxing the person through time to calm and soft voice etc.
6. Active listening skills and allowing them time to talk as well as reflecting back what they have said
7. Using positive language to encourage appropriate behaviour

If you are facing physical aggression consider:

- Avoiding by diffusing, moving backwards, turning sideways on
- Deflecting any attack by moving out of the way
- Protecting the face and torso by standing sideways on and raising arms with fists facing in
- Stabilize the stack by holding to reduce the pain and then looking to move out of the situation

### **PROCEDURE STATEMENT:**

Dealing with the situation

1. Try to calm the situation and remove them from an audience
2. Give them time to calm down and offer water, a chair, breathing time before commencing
3. Actively listen to their concerns and agree to investigate
4. set up a further meeting to follow up this one
5. If the aggression is between staff let them have some cooling down time before going back into jobs
6. If the person is unable to calm down and does not respond ask them to leave and come back when they are ready to talk
7. If they refuse to co-operate and no one else is able to calm them then call the police on 999
8. If children or staff are at risk then remove them from the situation straight away

9. If this means moving parents into the school or out of the playground, or not allowing children to leave then this must be done
  10. Write a record of the incident
  11. If there are known concerns about the adult then get advice from the local authority
- Adults who are aggressive and uncooperative can be banned from the site

After the event

1. Evaluate the situation
  2. Reflect on why they became aggressive-was it linked to a lack of needs or support being met? Remember it's not personal.
  3. What was the trigger to the behaviour and this then led to what consequence? Can the behaviour be better managed or bypassed?
  4. Were they given an opportunity to express their feelings?
- If challenging behaviour gets them what they want they will use it again

### **SUPPORT FOR LOCAL EMERGENCY PLANNING (SLE)**

The school recognises its place within the context of the local and national communities particularly when emergencies arise on a non-school basis. The school will respond to any direction offered under county guidance within the context of civil defence and will be directed accordingly by external agencies. Should any request arise, the school will use the basis of its SERT to be the first line of communication in the event of any externally declared emergency