



**South Manchester
Learning Trust**

Personal Growth | Academic Excellence

Altrincham College

Critical Incidents Policy

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Approved by: Governors

Date: May 2023

Date of next review: May 2024

This Guidance has been based on the Trafford MBC document “Critical Incident Guidance” and the needs of Altrincham College to fulfil its vision statement, after discussion with parents/carers, Governors and staff.

Our vision is to nurture well-rounded citizens of the future who are knowledgeable, happy and resilient so that they make a valuable contribution to the world in which they live, and are empowered to make informed and positive life choices.

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Background

Definitions of a Critical Incident

A traumatic incident is a single event or series of events that is:

- sudden and unexpected
- contains real or imagined threats to a person, property or values
- overwhelms the usual coping mechanisms
- causes severe disruption or trauma to anyone.

Ref: Elizabeth Capewell in "Responding to Children in Trauma: a systems approach for schools".

An event or events, usually sudden, which involves the experience of significant personal distress to a level which potentially overwhelms normal responses, procedures, and coping strategies and which is likely to have emotional and organisational consequences.

Taken from 'Critical Incidents: A Support Framework for Norfolk Schools' published by Norfolk County Council.

A sudden unexpected event that is distressing to students and/or staff: it may involve violence against members of the school, a serious accident or the sudden death of a child or teacher (all the more traumatic if witnessed by others), or it could be that the school is subjected to major vandalism such as an arson attack.

Karen Houghton in 'Critical Incidents Involving School Children'.

A working definition of a critical incident is as follows:

"An event or events usually sudden, which involve the experience of significant personal distress to a level which potentially overwhelms normal responses, procedures and coping strategies and which is likely to have emotional and organisational consequences".

(Norfolk LEA 1995)

Principles

All schools should consider the need for robust and tested school emergency procedures. Emergency procedures should be seen as a sensible and proportionate response to any external or internal “critical incident” which has the potential to pose a threat to the safety of staff and students in the school.

Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all students and staff.

A ‘Critical Incident’, as defined above, may be:

- a serious accident involving one or more children / students / staff on or off the premises which has led to death or serious injury
- violence / assault in school
- fire / explosion
- a natural disaster in the community.

A critical incident tests our reactions to loss, not only of people by death or serious injury, but the security of the known; change tests our vulnerability as well as that of the children. By definition, a critical incident is an “out of the ordinary event” – it places upon us demands which it is unlikely that we have met before. We all react differently to the “same” critical incident, depending on our perspective.

“In recent years a great deal has been learned about the effects that life-threatening traumas have on adult survivors. Children too are affected emotionally. For a long time, adults assumed that these effects were short-lived but, since sympathetic professionals began to ask the children themselves how they were affected, it transpired that they showed a similar range of difficulties to adults”.

(Yule and Gold 1993)

It is also recognised that a person could be exposed to the event not only through direct experience or being a witness, but also through learning about relatives or friends who had been involved in such an episode.

The effects can be long term; in a study involving interviews with the children who had survived the sinking of the “Jupiter” cruise liner in Greece in 1988 it was found that the survivors showed unusually high incidents of suicide and clinical depression, and many had fallen behind academically, getting lower GCSE results than had been originally predicted.

Examples of in-school critical incidents:

- A serious accident to a child or adult.
- The death of a student or member of staff through natural causes, such as illness. [Please see school’s Medical Conditions Policy for advice on students with chronic medical conditions].
- A traffic accident involving a student or staff member.
- Violence or assault within school.
- A school fire or explosion.
- Destruction of part of the school building.
- An illness such as meningitis within the school community.

Examples of out-of-school critical incidents:

- An accident to a student or member of staff while out of school on a visit or on a school trip.
- Death or injuries on a school journey.
- Tragedies involving children from many schools e.g. the fire at Grenfell Tower.
- Civil disturbances.

Practice

Preparation

If a critical incident happens, many events may be occurring within a short space of time and stress levels in staff will be high and emotions possibly overwhelming. In these circumstances it would help schools to already have in place a plan of action which has been discussed, and staff who are prepared for the unlikely eventuality of a critical incident affecting the school. Having a plan, being prepared, and clarifying roles leads to a feeling of greater competence when stressful situations do occur, and allows more time for “thinking”. If staff stress can be reduced in any way, this feeling of competence will be passed to children / students / families.

The enclosed checklist attempts to cover those areas which would require consideration in the immediate aftermath of a critical incident, to ensure that all parties have their needs met as carefully as possible. Completing the checklist as part of the planning process will give staff opportunities to think through their own individual feelings about a possible critical incident, and will provide some preparation, in the hope that it will never be needed. Schools are advised to personalise the checklist by adding telephone numbers of the Link Adviser, Chair of Governors and other contacts they feel appropriate.

Additional information is also included regarding local and nationwide contacts for support plus reading materials which may be useful to schools.

Evacuation of Premises

As this may well form part of a critical incident, it is necessary that schools give consideration to establishing links with neighbouring schools, churches, public spaces etc, where large numbers of children can be accommodated on a temporary basis at short notice.

This needs to be planned and contact numbers recorded in readiness.

Altrincham College's links in case of evacuation:

Premises	Contact Name	Contact number
Cloverlea Primary School	Headteacher: Mr C McConnell	0161 980 8338
Blessed Thomas Holford College	Head of School: Mr L Fishwick Executive Head: Mr J Cornally	0161 911 8090
Saint Ambrose College	Principal: Mr D Rainey	0161 980 2711

Immediately After the Event	Time Scale
1. Headteacher will contact the Executive/Corporate Director of the Children and Young People's Service.	Immediately
2. The Headteacher will contact Chair of Governors (Chairs should have access to a list of Governing Body Members who must be contacted).	Immediately
Identify a room as an Operational Base. This may need to be off-site if the school needs evacuating. At Altrincham College this will be the Headteacher's Office (625).	Immediately
3. It is recommended that a record of actions as they happen should be kept, that may be referred to later. This daily record may need to be kept until the situation has stabilised.	Ongoing
4. Staff will be informed by the Headteacher or the Headteacher's representative.	As soon as possible but within hours
5. If staff are unavailable due to the incident, the following personnel may be considered for the continued running of the school: a. List of known supply teachers. b. Informal/reciprocal links with other schools. c. Catering Team. d. Governors, Parents' Association, exam invigilators etc. It is recommended that a list of telephone numbers be kept with this checklist	As necessary
6. Press/media liaison will be carried out by the Local Authority Staff who will be contacted by the Critical Incidents Team. The member of staff will visit the site/school and take responsibility for all liaison	Same day, if possible
7. In conjunction with parents/carers, consideration should be given to informing siblings who attend other schools e.g. who will inform them, when and in what manner.	Within hours
8. Office staff will inform parents/carers of the other children / students in the same class / form / trip by telephone/visit.	Same day
9. Form Tutors will inform the other children/students in the same class/form/year group. Consideration may be given to sending a letter to all parents/carers. A sample letter is included in this Policy.	Same day
10. Mobile telephones / extra line(s) should be considered. Possible sources of mobile telephones might be: staff members, local schools, Police etc.	Same day
11. The Headteacher will monitor the above arrangements: he/she will be supported by the SLT.	Ongoing
12. A briefing meeting for staff involved in the incident will be arranged by the Headteacher to review the day and consider needs for subsequent days.	Same day
13. Consideration may be given to the provision of a room where children / students can talk to each other / older peers / a chosen member of staff/outside agencies.	Ongoing

14. High risk children / students will be identified and monitored by a Deputy Head Teacher, the DSL, or the person of their choice.	Ongoing
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In the Short Term	Time Scale
15. Support for students will be coordinated by a Deputy Headteacher who will also involve/inform parents and carers as appropriate. He/she will make decisions about which specialist agencies to involve with particular children / students / staff / parents / carers (informing parents/carers as appropriate).	Ongoing
16. The designated Critical Incidents Officer will, in the first instance, provide support for the Headteacher. Subsequently the Headteacher may choose another person for ongoing support	Ongoing
17. Support for staff will be arranged by a Deputy Headteacher	Ongoing
18. It may be appropriate for parents and carers to form an ongoing support network and schools may need to consider providing a room for this purpose	Ongoing

CRITICAL INCIDENTS CHECKLIST: EXPLANATORY NOTES

The following notes explain the reasons behind the items on the Critical Incidents Checklist. (Note should also be taken of Section 2(e) "Emergency Procedures" in "Guidelines for Safety in Outdoor Education and Educational Visits" published by Trafford MBC Education Committee).

- 1&2. Whilst the Headteacher retains overall control, the LA's Critical Incidents Team will help by providing support and managing some areas of the incident, e.g. liaison with press/media, damage to buildings, cleaning/restoration etc., leaving the Headteacher and senior staff to deal with other issues. Support can also be provided by the Governors, particularly the Chair, who will take responsibility for informing other Governors.

It is also important to recognise that the Headteacher and other senior staff will feel normal stress reactions, and may experience initial difficulties in implementing emergency procedures.

3. Having an identifiable room as an Operational Base (625) provides a single point for the collation of information, record-keeping, source of information for others etc., and should, ideally, be the base of the person-in-charge of the Critical Incidents Plan, e.g. normally the Headteacher or a senior member of staff. A white board may be useful for displaying information/action taken in order that all are kept informed as soon as possible.
4. Under stress, memory for events and sequences is affected, sometimes seriously. It is thus suggested that a dated and timed record of actions taken, and by whom, should be kept for reference at a later date. It is suggested that this log should be kept in a designated book, (set aside with this checklist) rather than a loose leaf file. The log shall be managed by the Headteacher or senior member of staff in charge or their appointed deputy. Such a record may help your school (and subsequently other schools), to review and evaluate your approach to a critical incident. Other methods of recording may also be considered, e.g. voice-memos, camera, video.
- 5&6. It is considered important that all school staff, e.g. teachers, kitchen staff, site staff, administrative staff etc. are informed as soon as possible and furnished with **established** facts about the incident. Such action helps to unite staff into a coherent team to deal with a critical incident and avoids rumours / misunderstandings which can arise if this does not happen. It is important to check that **student and staff** personal information, e.g. next of kin, is regularly checked and updated).

Staff may be unavailable (due to the incident, through injury or dealing with children / students) to take their normal time-tabled commitments. Managing the school in order to retain as much 'normality' as possible under difficult circumstances may involve other staff coming into school. It may be important for any children / classes / forms / year groups involved in any way with the incident to be taught by known staff, to ensure continuity of trust and certainty in routines. Children / students who are with familiar staff may find it easier to talk and express their feelings.

7. Approaches from press/media should be referred to the Executive Director of Education on the number given in the checklist. This action relieves the Headteacher and staff of the perceived requirement to give 'sound bites' and could help in the preparation of a more formal, written statement which could be conveyed to the press/media.

- 8&9. Informing parents/carers of children / students involved in the incident, or in the same group though not directly involved, is essential as soon as possible after the event **when facts have been established**. Schools will need to consider how news is given to parents/carers, but a general rule might be that the more serious the news, the more 'personal' should be the way in which it is given. To avoid parents/carers waiting anxiously, it may be appropriate to consider several members of staff helping with the conveying of news. A reassuring telephone call to parents and carers of those not directly involved may be sufficient.

For parents and carers with children in other schools, consideration should be given as to how these siblings are to be informed of the incident and the effect on them personally i.e. in terms of death or injury of a brother or sister. Some, perhaps most, parents/carers will want to accept this responsibility; others may wish a member of staff, either at your school, or more likely, at the child's own school to break the news. (Parents/carers need to be informed as to when this is happening in order to be ready for the child's return home).

10. Again, it seems important that other children/students in school, but not directly involved in the incident, to be given established facts by a known member of staff in order to allay fears and reduce rumours. If a letter is to be sent to all parents/carers, the example given in this Policy may act as a model. This could be held/prepared on disk for rapid completion in the event of an incident.
11. The use of mobile phones is suggested, possibly for outgoing calls, so that the 'normal' school telephone number can be kept for incoming calls, and parents/carers can be informed as soon as possible. The mobile phone number should also be given to staff in charge of groups of children away from the school site.
12. It may be helpful if a member of staff, or someone from outside school, not directly involved with Sections 8 to 10 above i.e. someone slightly removed from the crisis intervention, can monitor events. This supportive role will seek to ensure a coverage of all essential steps in the Critical Incident Plan and provide encouragement to those dealing directly with children /students /staff /parents and carers.
13. It is essential that staff involved in the incident, and other staff as appropriate, meet regularly (in the first instance) in order to review the events of the day, and to be given opportunity to voice/share their reaction to the events and consider their needs for the next, or subsequent, days. This 'formal' meeting does not preclude other 'informal' arrangements, but ensures that all staff are considered and provides an opportunity to reinforce the team approach.
14. Emotional reaction to trauma will vary from person to person and may depend to some extent on the closeness of relationship with those involved in the incident. Some children / students may initially find it very difficult to cope in class situations and having a room set aside may provide a temporary 'sanctuary' when emotions are heightened. Children / students may wish to confide in/share their feelings with others and it seems appropriate that they choose who this person should be, rather than a designated member of staff or outside agency. (This is an immediate response and not a longer-term support strategy).
15. Some children / students may be unable to ask to talk to others / allow others to see their distress / are keen not to show their emotions in appropriate ways, but whose behaviour indicates their response to the incident. Such children / students require careful monitoring and possibly a known member of staff offering an opportunity, individually, for them to share concerns and work towards other support strategies.

16. Following the immediacy of the incident, consideration needs to be given to ongoing support for children / students, for as long as deemed necessary by the child / student themselves. Children/ students should be able to express a preference for the person who is to support them, whether a known member of staff or someone from an 'outside' agency. Schools will need to consider the appropriateness of informing parents/carers of these plans, in case there are emotional 'consequences' at home.
17. The Headteacher may consider that, as the person in charge of the school, he/she 'should' be able to cope with all eventualities. This is an unrealistic assumption. Headteachers require support, although they remain in control of the Critical Incidents Plan – in fact, to help them remain in control. The Headteacher may wish to choose their own support person following the immediate support of the Local Authority Critical Incidents Officer.
18. Ongoing support for staff may be offered in a number of ways, staff being given the option of who will provide this support and the regularity of contact. Support systems may be from within the School's staff, LEA staff or 'outside' agencies. (See Appendix B for suggestions).
19. Previous experience in critical incidents situations has indicated that parents/carers benefit from meeting with others involved in the same incident. Such a self-help group may arise spontaneously and last as long as participants feel it necessary.

Medium and Long-Term Planning

It is important to recognise that there are differing religious and cultural views about whether or not children / young people should participate in funeral rites. Schools will want to respect these views and customs and also the wishes of the parents, carers and children.

However, mental health professionals generally agree that children and adults will probably come to terms with their grief more quickly if they are able to say good-bye formally. Attendance at funerals should generally therefore be encouraged, and the parents/carers of those who have died should be encouraged to allow this. If children do attend in large numbers, it would be helpful for a member of staff to talk to them in advance about what will happen at the funeral, and to help children to prepare for their own emotional responses.

The child/children may have possessions in school, or a regular seat, or their own locker. Staff should not remove things or return them to parents/carers immediately. There will be time to do this after the funeral or remembrance service.

Schools are also encouraged to mark the event with a special assembly or memorial service, in addition to the funeral(s) which families may choose to be private. This should be planned with staff, students, parents/carers, governors and other relevant members of the community, as the planning of such an event can itself be a therapeutic act.

A memorial service can, for those who have been affected by a major incident, be a way of acknowledging that it is now over. However, those involved may become upset during the service, something which needs to be taken into consideration in the planning stages.

Below is a list of ideas already used by some schools in memory of students or staff:

- lighting a candle
- photographs and videos
- objects of significance
- the planting of a tree
- the planting of a special garden
- commemorative plaques
- the installation of playground seats
- sculptures or paintings
- stained glass windows
- school awards/cups etc., named after the person

In some instances, it may be appropriate to change the use of a building or area, or to consider removing/demolishing it. These issues will need to be discussed with the relevant Local Authority personnel.

Sample letter to Parents/Carers following the death of a child from the school

Dear Parents/Carers

The death of a child in our school has come as a terrible shock to everyone and we are sure you will wish us to pass on your condolences to the family concerned.

Our priority is to support the staff and students, particularly those who were close to the child. We have been very grateful of the support from various agencies who have visited the school today. We have also contacted some local support groups who are ready to offer a range of help if it is required in the future.

(For a death following meningitis or other condition which may cause public concern).

For health advice we have rigorously followed Greater Manchester Health Protection Policy and would like you to be assured that all advice has been adopted.

Many of our students have had the opportunity to talk personally with (School Nurse/Learning mentor / Form Tutor / Specialist Teacher / Support Assistant) or their teacher.

We are aware that over the coming days, parents/carers may have natural concerns about how to support their child in dealing with grief. Advice is available through the school. Alternatively, informative notes can be accessed through the internet on such sites as CRUSE which deals with bereavement on www.cruse.org.uk.

We would like to thank everyone who has offered support to us at this time. Please feel free to contact myself, (our Chair of Governors) or a member of the Senior Management Team if we can help in any way.

Yours sincerely

NAME
Headteacher

Sample letter to Parents/Carers following fire/damage to the school building

Dear Parents/Carers

The recent damage to our school building has come as a terrible shock to everyone and you will appreciate that now we must put plans in place to maintain routine.

Our priority is to support the staff and students, particularly those who were most affected by the damage. We have been very grateful of the support from various agencies who have visited the school today. We have also contacted some local support groups who are ready to offer a range of help if it is required in the future.

We have sought the support of officers of Trafford Local Authority and would like you to be assured that everything is being done to continue our identity as a school and to maintain the children's education.

(If school attendance has been possible):

Many of our students have had the opportunity to talk personally with (School Nurse / Learning Mentor / Form Tutor / Specialist Teacher / Support Assistant) or their class teacher if they have been upset about what happened or are worried about the future.

We are aware that over the coming days, some parents/carers may have natural concerns about how to support their child in dealing with this incident in our school. Please feel free to contact myself, (our Chair of Governors) or a member of the Senior Management Team if we can help in any way.

(If school attendance has not been possible):

School is closed until ***** when it re-opens at *****. We will keep you informed about any class arrangements as soon as these are confirmed. Notices will be placed ***** (website/ school gate/school web site).

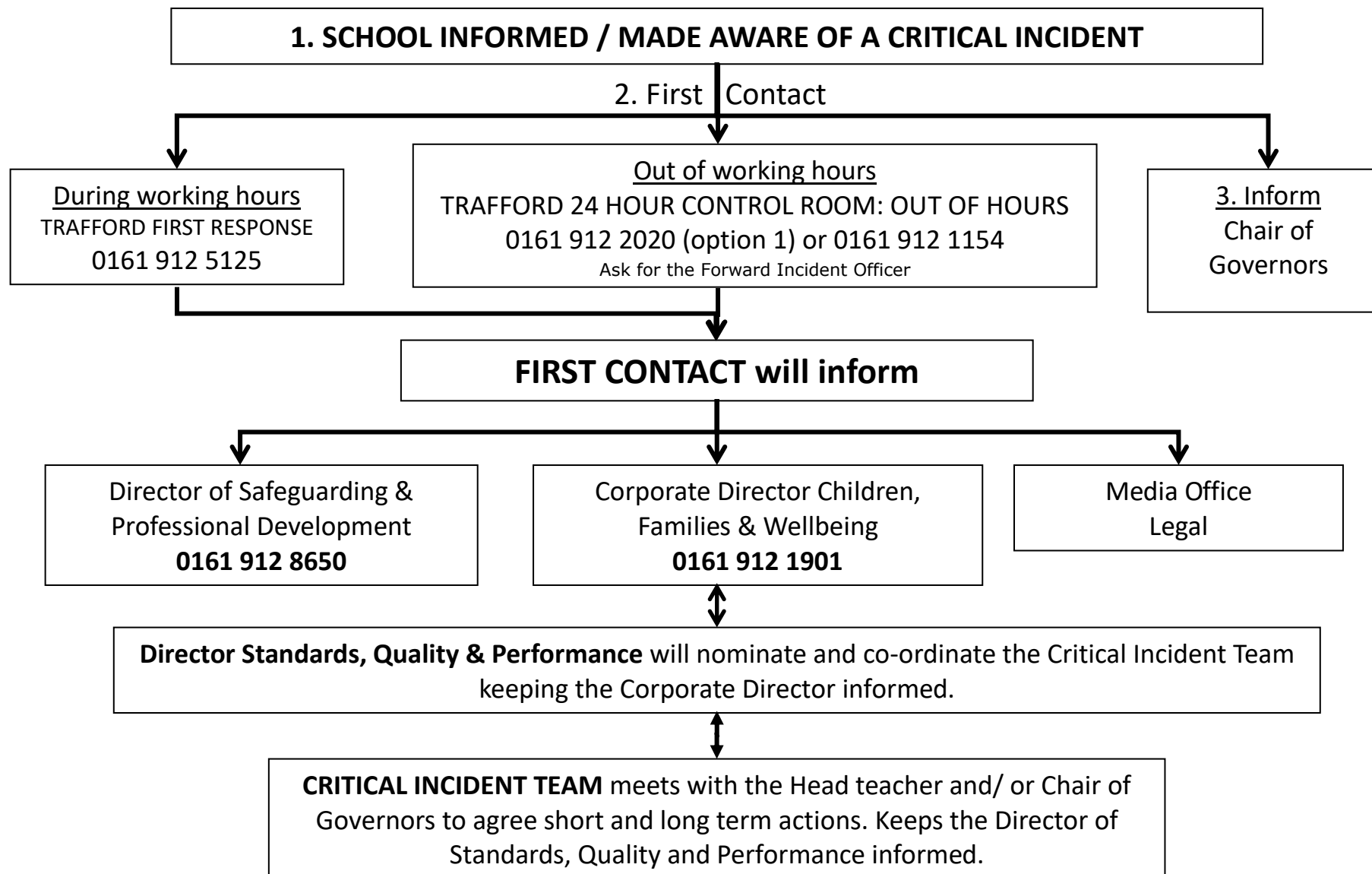
Many thanks to those in our community who have already supported our school during this time, or have offered to do so in the days to come.

Yours sincerely

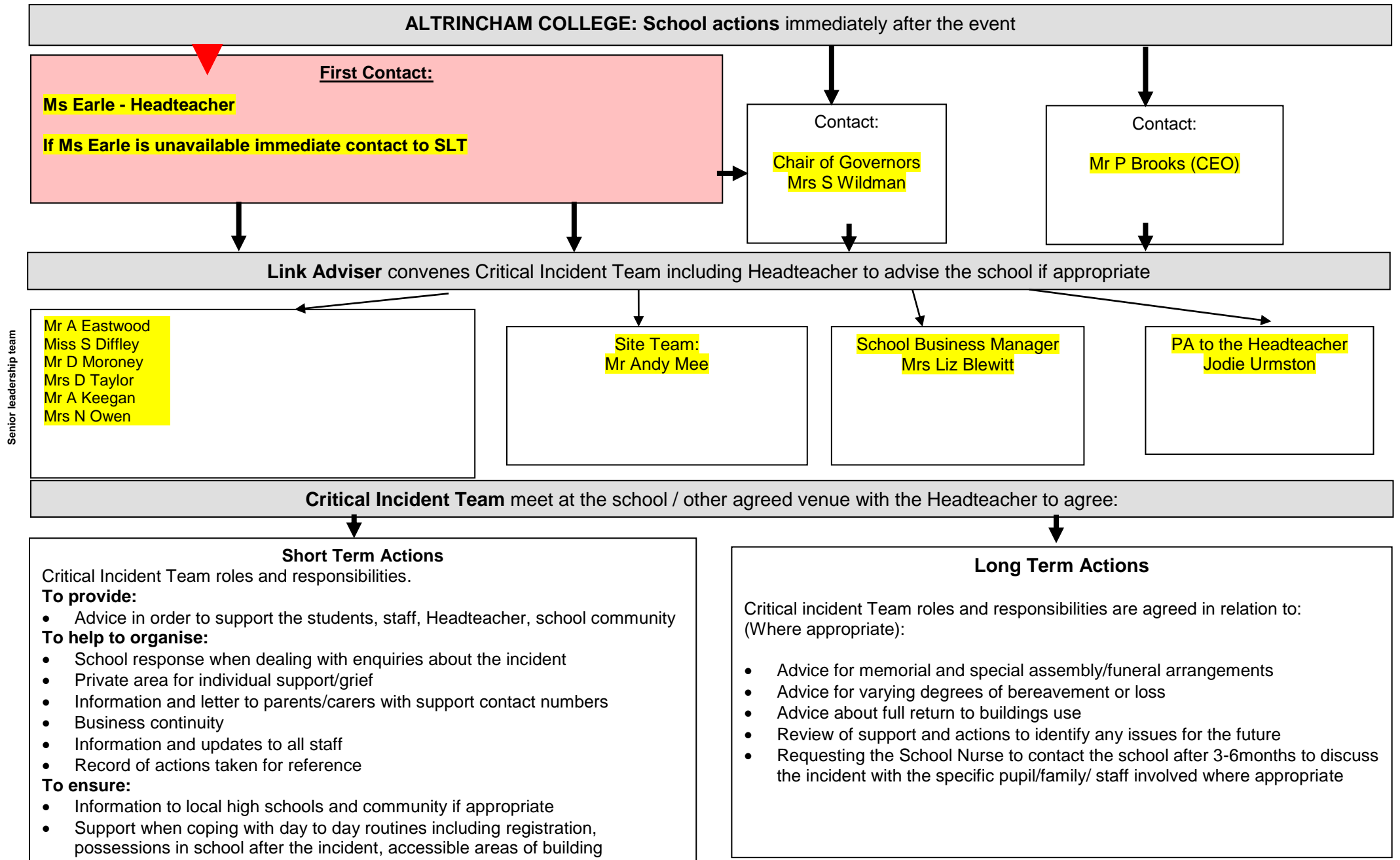
NAME
Headteacher

Critical Incident Flowchart for Schools: Trafford

2020-2021



SECTION 3 - CRITICAL INCIDENT CHECKLIST



Monitoring and Evaluation

REACTION OF STUDENTS AND STAFF

A crisis can have severe and long-lasting effects on a school community and those immediately affected will need a considerable degree of support and understanding in order to return to normal school life.

Students' reactions may vary, but may result in physiological, emotional and/or psychological responses. School life can provide help for students by looking out for signs of anxiety or depression, nervousness, lack of concentration, loss of memory, difficulties in sleeping and anti-social behaviour.

The emotional, social and academic effects of traumatic experiences can last for years after the event, with the possibility of other occurrences, which may be apparently unconnected, triggering emotional reactions.

Common stress reactions include:

- re-experiencing the trauma
- avoiding thinking about the experience
- anxiety and panic
- depression
- sleeplessness
- poor concentration
- loss of memory
- separation difficulties
- fears
- irritability
- guilt
- intrusive thoughts
- foreshortened future
- not talking with parents/carers / peers / significant others for fear of upsetting them
- needing to talk to peers
- heightened alertness to dangers
- bereavement reactions (the stages of bereavement are: (i) shock; (ii) denial; (iii) anger; (iv) depression; (v) acceptance).

In coping with crises, schools will need to develop strategies which will enable students to understand and come to terms with whatever has happened. It is important to provide students with a safe environment in which they can express their feelings. This will be easier in a school which fosters a culture where students can feel comfortable talking about death and powerful feelings. Most of those involved in a critical incident in school may need to discuss their grief with peers, parents/carers and teachers. They should be allowed to talk about their experiences and feelings and be praised for doing so.

School staff must observe and listen to students and also be aware of how to obtain specialist help. It is equally important to consider the difficulties that they themselves may face. The Headteacher should monitor the situation and look for signs that staff may be overwhelmed in dealing with both their own distress and that of students. Staff should also be encouraged to talk about the incident and consideration should be given to the establishment of a Support Group.

At the end of this document is a leaflet entitled "Coping with Loss: some comments which may be of help at this difficult time", a copy of which could be given to the parents/carers of children most seriously affected. It outlines common reactions to loss and suggests ways in which parents/carers can help their children through a period of bereavement. It may also be helpful for staff to adopt similar approaches in school.

Appendix 1

BEREAVEMENT & LOSS

“A child can live through anything provided they are told the truth and allowed to share the natural feelings people have when they are suffering”.

Introduction

Following a survey carried out by Winston's Wish, it is estimated that:

- Every 30 minutes in the UK, a child under 18 is bereaved of a parent/prime carer. This equates to 53 children a day and almost 20,000 per year
- 3 out of 100 5-15 yr olds have experienced the death of a parent/prime carer or sibling. This equates to 255,000 young people in the UK
- 6 out of 100 5-15yr olds have experienced the death of a close friend of the family, equating to 510,000 children in the UK
- 13 out of 100 5-15yr olds have experienced the death of a grandparent, equating to 1,105,000 children in the UK

At any given time, up to 70 out of 100 schools are dealing with a bereaved child (Holland, 1993). Despite this, many teachers feel inadequately trained and are anxious about supporting bereaved children and young people in their care (Leckey, 1991).

This resource provides a brief overview of some of the feelings and behaviours that children and young people may display following a loss and gives some ideas of what schools can do to support the bereaved child or young person. It provides a list of both local and national agencies that can offer support and information for children, adults and professionals in relation to bereavement and loss.

Children and Young People's Reactions to Loss

Most children and young people will experience loss, mainly due to bereavement. Bereavement is described as the loss that people experience when someone close to them dies. This could be a close relative, family member or friend. Alternatively, the loss could be due to family difficulties such as separation and divorce.

Grief is the combination of feelings that are experienced as a result of the loss of something or someone close to them. Everyone experiences grief differently – there is no “right” way to feel. Feelings can include shock, despair, intense sadness, guilt, depression, relief, fear and anger. It can sometimes feel that people move backwards and forwards between feelings. It is not unusual to feel numb, or not experience feelings at all. Grief is a normal and natural response to loss.

Children and young people may go through a range of the feelings described above. However, the ways in which they respond to their loss will be determined by their age, their understanding of death/loss, their relationship with the person they have lost, the circumstances surrounding the event and the way the situation is dealt with by others around them.

The following pages detail information which describes some of the common reactions that children and young people may experience following a loss, what they may need and what teachers can do to help. This is not an exhaustive list and reactions will vary with each individual.

Ages 11-13

- Truancing from school
- Decline in school work

- Blames self and others for death/loss
- Compensates for loss through cravings – alcohol, food, shopping
- Conflicts with dependency and independence
- Denies feelings to others
- Fears illness of significant others
- Feels “caught in the middle”
- Deep rooted anger, insecurity, loss of identity
- Lying, stealing and cheating
- Withdrawal from usual activities
- Physical symptoms
- Sadness
- Anxiety

Ages 14-20

- Fear of illness in significant others
- Compensates for loss with other things
- Decline in academic performance
- Drug/alcohol abuse
- Frequent mood swings with depression and negativity
- Overwhelmed with perceived responsibilities
- Sensitive to and self-conscious about family tensions
- Violence and aggression to self and others – arguments, fights, self-harm
- Withdrawal from family and friends
- Sadness
- Anxiety

What do children and young people need at this time?

- Reassurance that whatever has happened is not their fault
- Permission to express their feelings and be a child, in a constructive way
- Honest explanations
- Help and support to express their feelings
- To be included in the funerals and rituals, if appropriate

What can teachers do?

- Create a supportive environment
- Allow children and young people to be themselves – this may mean they want to continue to do “usual” things
- Allow them to be themselves
- Create and maintain links with home
- Be sensitive and aware of changes in behaviours
- Respect the individuality of children and therefore, understand that pain will be expressed differently
- Use the curriculum to explore feelings in a safe environment
- Be sensitive to special dates – Christmas, birthdays etc
- Be aware of others reactions to the bereaved child or young person
- Develop a school policy

These feelings can be powerful, confusing and frightening to both the child/young person and those providing them with support. The following pages detail organisations who can provide support to children and young people, adults and professionals.

Support for Children and Young People

LOCAL

Child and Adolescent Mental Health Services (Healthy Young Minds (formerly CAMHS))

Trafford HYM
Waterside House
Sale Waterside
Sale
M33 7ZF

Tel/Fax: 0161 549 6456 (Monday-Friday, 9am-5pm)

Website: <https://mft.nhs.uk/community/trafford-services/healthy-young-minds/>

Provides therapeutic work with children, young people (0-17yrs) and their families/carers around issues that affect their emotional health and well-being. The service is provided by a multi-disciplinary team of Psychiatrists, Psychologists, Nurses, Health Visitors, Play Therapists and Specialist Child Mental Health Workers.

Childline

Childline
1 Sickle Street
Manchester M2 1DL

Tel: 0800 1111
Website: www.childline.org.uk

Connexions

TalkShop
Tatton Road
Sale
M33 7ZF

Tel: 0161 911 8600
Website: www.trafforddirectory.co.uk

Connexions is aimed at young people aged 13 - 19 and offers support and information, confidential advice or just somebody to talk to.

Talk Listen Change (Manchester)

Tel: 0161 872 1100 (Monday-Friday, 9am-9pm)
Email: enquiries@talklistenchange.org.uk
Website: www.talklistenchange.org.uk

A counselling service for young people, adults, couples and families, based on Chester Road, Manchester (M16).

42nd Street (Manchester, Trafford, Salford, Tameside, Glossop)

Tel: 0161 228 7321 (Monday-Friday, 9.30am-5.00pm)
Email: theteam@42ndstreet.org.uk
Website: www.42ndstreet.org.uk
Address: The Space, 87-91 Great Ancoats Street, Manchester M4 5AG

Mental health charity for young people offering counselling face to face or online.

NATIONAL

Muslim Youth Helpline (MYH)

Muslim Youth Helpline
4th Floor Barkat House
116-118 Finchley Road
London NW3 5HT

Tel: 0808 808 2008 (freephone from all UK landlines)
Monday - Sunday 4pm – 10pm
E-mail: help@myh.org.uk
Website: www.myh.org.uk

MYH is a confidential telephone and email counselling service for young Muslim people.

Riprap

Website: www.riprap.org.uk

Riprap is a website that can help young people (12-16yrs) cope when a parent or prime carer has cancer. There are stories from other young people going through similar situations and information to help them to understand and deal with what is going on in their family.

Cruse Bereavement Care

Freephone: 0808 808 1677
E-mail: helpline@cruse.org.uk
Website: www.cruse.org.uk

Cruse offers support for those who are bereaved, facilities include a live 'chat' option via the website.

The Compassionate Friends

Tel: 0345 123 2304 (10am-4pm, 7pm-10pm, Monday-Sunday, 365 days a year)
E-mail: helpline@tcf.org.uk
Website: <https://www.tcf.org.uk>

A nationwide self-help support group for people who have suffered a bereavement; there is help for all types of loss.

Survivors of Bereavement by Suicide (SOBS)

Survivors of Bereavement by Suicide
The Flamesteed Centre
Albert Street
Ilkeston
Derbyshire DE7 5GU

National Helpline: 0300 111 5065
(9am-9pm, Monday-Sunday)
E-mail: email.support@uksobs.org
Website: www.uk-sobs.org.uk

Offers practical and emotional support to those bereaved by the suicide of a relative or friend.

Support Line

SupportLine
PO Box 1596
Ilford
Essex IG1 3FW

Tel: 01708 765200
Admin 020 8554 9006
E-mail: info@supportline.org.uk
Website www.supportline.org.uk

SupportLine is particularly aimed at those who are isolated, at risk, vulnerable, and victims of abuse. Confidential emotional support is offered to children, young adults and adults. They work with callers to develop healthy, positive coping strategies, an inner feeling of strength and increased self-esteem to encourage healing, recovery and moving forward with life. Callers can be referred to counsellors, agencies and support groups in their immediate area/throughout the UK.

Winston's Wish

Winston's Wish
Clara Burgess Centre
Bayshill Road
Cheltenham GL50 3AW

Tel: 01242 515157
(General Enquiries)
Helpline: 08088 020 021
E-mail: ask@winstonswish.org
Website: www.winstonswish.org.uk

Supports bereaved children and young people. The website explains how professionals can help bereaved young people and offers ideas for resources and activities.

Youth Access

Youth Access
1-2 Taylors Yard
67 Alderbrook Road
London SW12 8AD

Tel: 020 8772 9900
E-mail: admin@youthaccess.org.uk
Website: www.youthaccess.org.uk

Provides young people with access to a counsellor nearest to them, UK-wide.

Kooth

www.kooth.com

Online counselling service for young people. Users need to create a profile and log-in to use the services.

Support for Adults

LOCAL

Papyrus

Lodge House
Thompson Park
Omerod Road
Burnley BB11 2RU

Tel: HopelineUK: 0800 068 41 41 (9am-12am)
Text: 07860 039 967
E-mail: pat@papyrus-uk.org
Website: www.papyrus-uk.org

PAPYRUS is a UK charity committed to suicide prevention, focusing predominantly on the emotional well-being of children, teenagers and young adults (under 35). They offer the general public and professionals alike, the requisite resources and support to help prevent suicide and improve mental health in young people.

Samaritans

Tel: 116 123
E-mail: jo@samaritans.org
Website: www.samaritans.org.uk

Samaritans provide a confidential and non-judgmental listening service which operates 24 hrs a day to all ages. They offer emotional support to people who are experiencing feelings of distress or despair, including those which may lead to suicide.

Trafford Wellbeing Counselling Service

Tel: 0161 746 2084 (Service Co-ordinator)

Trafford Bereavement Service aims to offer confidential support to those people experiencing difficulties with a loss. Volunteers who are experienced and have undergone additional training provide the service. The service is open to anyone over the age of 18 and who lives in the Trafford Borough. The service has an open referral policy

The TMCC Information Service

Macmillan Wellbeing Centre
Trafford General Hospital
Moorside Road
Davyhulme M41 5SN

Tel: 0161 746 2080 (9am-5pm, Monday to Thursday, 9am-4.30pm Friday)
E-mail: macmillancentretrafford@nhs.net

Provides emotional support to adults and their families affected by cancer and other life-threatening illnesses from pre-diagnosis, to returning to work, to bereavement support. Resources include:

- Cancer Information Centre
- Community drop-in sessions
- Runs cancer awareness events
- Website with a directory of local cancer and support services
- Resources for health professionals

NATIONAL

British Association of Counselling and Psychotherapy (BACP)

BACP House
15 St Johns Business Park
Lutterworth
Leicestershire LE17 4HB

Tel: 01455 883300
E-mail: bacp@bacp.co.uk
Website: www.bacp.co.uk

Provides advice for schools wanting to set up an in-house counselling service. Holds a list of Accredited Counsellors and Psychotherapists registered for individual and group work.

CALM: Campaign Against Living Miserably

CALM
PO Box 52490
London
NW3 9DW

Tel: 0800 58 58 58 (Monday to Sunday, 5pm-midnight, 365 days a year)
Website: www.thecalmzone.net

CALM works to tackle depression and prevent suicide amongst young men (aged 15-35) across Manchester, Merseyside and Bedfordshire. It exists to help them deal with the problems they are facing, no matter what is troubling them. The website includes a 'webchat' function.

Childhood Bereavement Network

Childhood Bereavement
Network
National Children's Bureau
23 Mentmore Terrace
London E8 3PN

Tel: 020 7843 6309
Email: cbn@ncb.org.uk
Website: www.childhoodbereavementnetwork.org.uk

The Childhood Bereavement Network aims to provide all children and young people in the UK, together with their families and other caregivers, including professional carers, easy access to a choice of high-quality local and national information, guidance and support to enable them to manage the impact of death on their lives.

CLIC: Young Lives vs Cancer

CLIC Sargent Head Office
Griffin House
161 Hammersmith Road
London W6 8SG

Helpline: 0800 197 0068
(Monday-Friday 9am-5pm)
Tel: 0845 301 0031
E-mail: info@clic.org.uk
Website: www.clicsargent.org.uk

CLIC aims to try and help those diagnosed with cancer, and their families / friends / colleagues, cope and keep life as normal as possible.

The Compassionate Friends

Tel: 0345 123 2304 (10am-4pm, 7pm-10pm, Monday-Sunday, 365 days a year)
E-mail: helpline@tcf.org.uk
Website: <https://www.tcf.org.uk>

An organisation of bereaved parents and their families offering understanding and support to others after the death of a child or children. They also offer support, advice and information to other relatives, friends and professionals who are in contact with the family. There is a website attached for siblings of children that have died.

Cruse Bereavement Care

Freephone: 0808 808 1677
E-mail: helpline@cruse.org.uk
Website: www.cruse.org.uk

Offers bereavement support for individuals or for individuals seeking advice for someone else. Provides written guidance and training for schools on issues related to loss. Has a separate website for children and young people.

Grief Encounter Project

Grief Encounter (London) Crystal House Daws Lane London NW7 4ST Grief Encounter (Bristol) 27 Lilymead Avenue Knowle Bristol BS4 2BY	Tel: 0808 802 0111 (weekdays, 9am-9pm) Email: grieffalk@griefencounter.org.uk Website: www.griefencounter.com
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This organisation helps bereaved children and young people rebuild their lives after a family death. The project aims to improve resources available to bereaved children and their families

Survivors of Bereavement by Suicide (SOBS)

Survivors of Bereavement by Suicide The Flamesteed Centre Albert Street Ilkeston Derbyshire DE7 5GU	National Helpline: 0300 111 5065 (9am-9pm, Monday-Sunday) E-mail: email.support@uksobs.org Website: www.uk-sobs.org.uk
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Offers practical and emotional support to those bereaved by the suicide of a relative or friend.

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SupportLine PO Box 1596 Ilford Essex IG1 3FW	Tel: 01708 765200 Admin 020 8554 9006 E-mail: info@supportline.org.uk Website: www.supportline.org.uk
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Support for Professionals

LOCAL

Child and Adolescent Mental Health Services (Healthy Young Minds (formerly CAMHS))

Trafford HYM
Waterside House
Sale Waterside
Sale
M33 7ZF

Tel/Fax: 0161 549 6456 (Monday-Friday, 9am-5pm)

Website: <https://mft.nhs.uk/community/trafford-services/healthy-young-minds/>

Provides therapeutic work with children, young people (0-17yrs) and their families/carers around issues that affect their emotional health and well-being. The service is provided by a multi-disciplinary team of Psychiatrists, Psychologists, Nurses, Health Visitors, Play Therapists and Specialist Child Mental Health Workers.

Childline

Childline
1 Sickle Street
Manchester M2 1DL

Tel: 0870 336 2920
Fax: 0870 336 2921
Website: www.childline.org.uk

Papyrus

Lodge House
Thompson Park
Omerod Road
Burnley BB11 2RU

Tel: HopelineUK: 0800 068 41 41 (9am-12am)
Text: 07860 039 967
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Website: www.papyrus-uk.org

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Email: cbn@ncb.org.uk
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Tel: 0345 123 2304 (10am-4pm, 7pm-10pm, Monday-Sunday, 365 days a year)
E-mail: helpline@tcf.org.uk
Website: <https://www.tcf.org.uk>

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E-mail: jo@samaritans.org
Website: www.samaritans.org.uk

Samaritans provide a confidential and non-judgmental listening service which operates 24 hrs a day to all ages. They offer emotional support to people who are experiencing feelings of distress or despair, including those which may lead to suicide.

Centre for Mental Health

Tel: 020 3927 2924
Email: contact@centreformentalhealth.org.uk
Website: www.centreformentalhealth.org.uk

A charity providing life-changing research, economic analysis and policy influence in mental health. The website provides links to publications, research and training.

Childhood Bereavement Network

Childhood Bereavement Network National Children's Bureau 23 Mentmore Terrace London E8 3PN	Tel: 020 7843 6309 Email: cbn@ncb.org.uk Website: www.childhoodbereavementnetwork.org.uk
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The Childhood Bereavement Network aims to provide all children and young people in the UK, together with their families and other caregivers, including professional carers, easy access to a choice of high-quality local and national information, guidance and support to enable them to manage the impact of death on their lives.

Winston's Wish

Winston's Wish Clara Burgess Centre Bayshill Road Cheltenham GL50 3AW	Tel: 01242 515157 (General Enquiries) Helpline: 08088 020 021 E-mail: ask@winstonswish.org Website: www.winstonswish.org.uk
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Supports bereaved children and young people. The website explains how professionals can help bereaved young people and offers ideas for resources and activities.

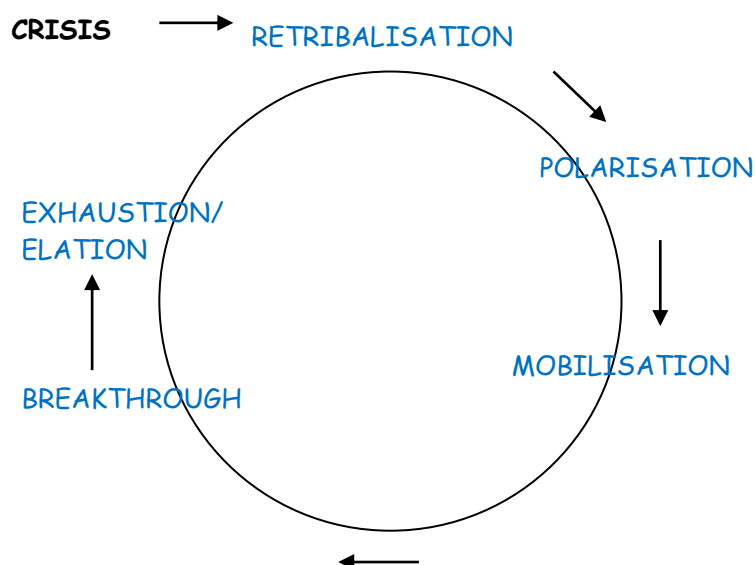
Appendix 2

CRITICAL INCIDENTS AND THEIR EFFECT ON ORGANISATIONS

ORGANISATIONS AND SYSTEMS UNDER STRESS

The model presented below is an attempt to show how organisations – such as schools and other systems within communities – behave when they are subjected to the type of stress that occurs after a critical incident. The model derives from the work of Carolyn Attneave, who for twenty years used to convene what she called “network meetings” to deal with community crises in remote parts of Canada.

This work still offers us a very powerful way of understanding and predicting the way organisations respond to critical incidents.



Attneave & Speck, 1973

The Phases of Crisis

1. Retribalisation

This is the process of the community closing down, huddling together, “just wanting some time”, putting up barriers, wanting to keep out strangers etc. This is a helpful and “healthy” response to a crisis and should be supported and respected by those seeking to help the people who have experienced a critical incident.

2. Polarisation

Within the community or system there is usually polarisation – between those who want to stop all normal activity and those who want to “carry on as if nothing has happened”; between those who have a religious faith and those who do not, and so on. What seems most important for continuing the process towards recovery is that such differences are acknowledged and discussed by all concerned.

3. Mobilisation

At this phase people begin – if Phase 2 is acknowledged and diversity is tolerated – to DO something. Comfort is offered, connections are made, feelings of loss and guilt are exchanged.

4. **Depression**

Once again, the insider from outside position is useful during this phase. From this position you can help the coordinator within the school:

- keep an eye on defences from those who for their own reasons will invade the privacy of those who are mourning;
- keep support systems ticking over;
- look out for those who find it most difficult to seek help within the school, for example, the Headteacher.

5. **Breakthrough**

Different groups within a school will be at different stages in this suggested cycle. It can be useful to offer them an understanding of what might be going on for them and others. It is also at this stage that ideas for remembrance begin to be considered by those ready to do that and facilitating discussion about this may be useful.

6. **Exhaustion / Elation**

The insider from outside is sometimes in the best position to say "Go home, you've done enough" without seeming critical.

Appendix 3

COPING WITH LOSS

A Guide for Parents and Carers

Some comments which may be of help at this difficult time

Coping with Loss

When coping with loss please have in mind:

- Everyone's experience of loss is personal.
- There is a pattern in the apparent confusion of emotions which is a natural reaction to any event of this nature.
- Even though your child was not directly involved, he/she may still be affected.

You may find that your child may ask you the same question over and over again, or ask a question that you have already answered. It is part of the process of disbelief that is a natural response to a death, particularly an unexpected one. We go over it again and again as if looking for a clue that will explain it all, make sense of it all. Initially, the death may be seen as 'all a mistake'

Children's Reactions

... may vary, but may result in physiological, emotional and/or psychological responses.

Common stress reactions include:

- *Re-experiencing of the event:* this may occur at any time and may be triggered by something in the environment that reminds your child of the event. Let your child talk about the event as often as they need.
- *Avoiding thinking about the experience:* your child may stay clear of things that remind them of the event: such things are like powerful fears which actually happen. Be guided by your child as to when to talk about the event.
- *Anxiety and panic:* your child may become very anxious after such an episode although the appearance of panic attacks is sometimes considerably delayed. Your child may need reassurance that such feelings are 'normal' in the circumstances.
- *Changes of mood:* many children, especially adolescents, experience fluctuations in their mood and, understandably, such ups and downs may be worse after a loss. Try to be patient during this difficult period for anyone.
- *Sleep disturbance:* your child may have major sleep difficulties in the first few weeks after a loss. Fear of the dark, fear of being alone, intrusive thoughts when things are quiet, bad dreams, nightmares and waking at intervals throughout the night can occur. Your child may need reassurance that they can wake you if they are distressed.
- *Memory problems:* your child may have difficulties remembering new materials or even old skills after a loss. Try to be patient: they are not doing this on purpose.
- *Concentration difficulties:* during the day your child may have difficulties in concentrating on school work, possibly due to intrusive memories of what has happened. Your child's teachers need to be aware (if they aren't already) of any loss not connected with school.
- *Separation difficulties:* at first, most children want to be physically close to their parents / prime carers and are anxious about separation. Reassurance that you will be back at a particular time may help ease this anxiety.
- *Fears:* your child may develop fears related to the cause of loss. Try and reassure your child concerning fears which may have become 'out of proportion'.
- *Irritability:* your child may seem more irritable than previously, both with yourself and with other children. Some also get much more angry. It may help if they can talk to you about what they are feeling at the time these feelings show themselves.

- *Guilt*: your child may feel guilty that they are alive when others have died. They may feel guilty that they could have done more to help others during the event. It will help if they are able to express this and discuss this with you, or another adult, in order that the reality of the event can be explored.
- *Change of priorities*: learning how easily life can be lost can cause young people to lose their faith in the future. They may feel that their whole view of the world, and their own priorities have been altered. Such changes may be temporary or more permanent
- *Not talking to others for fear of upsetting them*: this can happen with parents/carers, siblings, other adults or children. This can cause feelings of frustration in parents/carers. It may be helpful to indicate that you are ready to listen when they are ready to talk
- *Heightened alertness to dangers*: children who have experienced a loss have learned the hard way that life is fragile. Your child may become alert to all sorts of dangers in the environment which they previously ignored. With gentle reassurance you will be able to help your child become more realistic

Children may also go through the stages of bereavement, i.e. shock, denial, anger, depression and final acceptance. Such a process may take many months or even years but is a natural healing process whereby we become accustomed to life without the person who has died.

Conclusion

"Bereaved people, be they children or adults, need understanding, time, care, space, talk and holding, both physically and in an emotional sense. If they receive these things from those around them they will eventually feel better, and come through this most painful experience we call bereavement.

Mourning, with the open expression of grief and the sharing of sorrow, is an experience that is necessary to bereaved children and adults if they are to be able to function once again. Those of us who are close to the bereaved can aid mourning by our support, encouragement and practical help. In the long term the children who are well-cared for, physically and emotionally, after bereavement, are likely to cope best."

Conclusion taken from "Caring For Bereaved Children" (Published by Cruse – Bereavement Care (1993))

Appendix 4

ALTRINCHAM COLLEGE: RESPONSE TO CRITICAL INCIDENTS

Altrincham College Emergency Procedures

All schools should consider the need for robust and tested school emergency procedures. Emergency procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and students in the school.

Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all students and staff. Altrincham College has two levels of emergency procedure, **SHELTER** and **CLOSE**. The signal for either of the emergency procedures will be an announcement to alert staff and students.

Once the emergency signals and messages have been delivered, staff and students should ignore the normal change of lesson, break, lunchtime or end of school bells and only leave their “safe area” when instructed to do so by a member of the Senior Leadership Team or the Emergency Services.

SHELTER Procedure – Staff and Students

In extreme circumstances it may be necessary to send a signal to staff instructing that they and their students should, for security or health and safety reasons, start the Shelter Procedure and stay within their classrooms or office. This could be the presence of a dangerous animal on site, a chemical spill or smoke plume.

Shelter procedures are:

- Students remain within the classroom and staff members should lock their classroom doors.
- Students and adults who are in the corridors or outside should move to the nearest classroom immediately, or in the case of break to period 2 and at lunch to period 4.
- Windows and blinds should be closed. Ventilation systems should be switched off.
- Registers should be taken immediately and an email sent to attendanceteam@altrinchamcollege.com with a **list of missing students**.
- Staff should continue with planned activities as far as possible, keeping students calm.
- Where possible, staff should view computer screens and emails in case any messages are communicated from SLT.

Signals	
Signal for shelter	Alarm signal (single monotone) and computer message generated by the BLUE push button in reception.
Signal for all-clear	Tannoy message by SLT

Whole School Management of Shelter Procedure (SLT)

Ref'	Initial response - shelter	Notes
S1	Ensure all students are inside the school buildings.	Non-teaching SLT
S2	If appropriate, move students away from the incident (e.g. to the other side of the building(s)).	Non-teaching SLT
S3	Dial 999, if appropriate. Dial once for each emergency service that you require.	Office staff
S4	If sheltering from an environmental hazard (e.g. a smoke plume) ensure all doors and windows are closed and ventilation / air circulation systems are switched off.	6 th form ventilation systems
S5	Check for missing / injured students, staff and visitors.	Via registers – email missing to SLT and office
S6	Reassure students and keep them engaged in an activity or quiet game.	Teaching staff
S7	Notify parents / carers of the situation.	Office – prepared statement via social media / SIMS In Touch (text).
S8	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	Tannoy announcement by SLT

CLOSE Procedure – Staff and Students

Situations that could require a CLOSE Process to be initiated could be the presence of a dangerous individual on site, a disturbance or dangerous situation in the local community that could affect the College or an incident related to terrorism.

Close procedures are:

- Students remain within the classroom and staff members should lock their classroom doors.
- Students and adults who are in the corridors or outside should move to the nearest open classroom immediately and lock or barricade the door.
- Windows and blinds should be closed.
- Lights, computers and whiteboards should be switched off.
- Students should be positioned in the most non-visible corner.
- All students' mobile devices should be switched off.
- Students and adults are to remain quiet at all times.

Students and staff should be familiar with the following for the acronym CLOSE. This is displayed in all classrooms across the school:

- **C**lose all windows and doors
- **L**ock up
- **O**ut of sight and minimise movement
- **S**tay silent and avoid drawing attention
- **E**ndure – be aware you may be in CLOSE for some time

Signals	
Signal for Lockdown	Alarm sound (wailing siren) and computer message activated by the YELLOW push buttons located in each building
Signal for all-clear	SLT or Emergency Services visit to classroom

Whole School Management of CLOSE Procedure (SLT)

Ref ⁱ	Initial response - CLOSE	Notes
C1	Ensure all students are inside the school building. Alternatively, ask students to hide or disperse if this will improve their safety.	Tannoy / staff encountering students
C2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	Teaching staff lock classrooms
C3	Dial 999. Dial once for each emergency service that you require.	Office staff / Headteacher / SLT
C4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> • Block access points (e.g. move furniture to obstruct doorways). • Sit on the floor, under tables or against a wall. • Keep out of sight. • Draw curtains / blinds. • Turn off lights and monitors. • Stay away from windows and doors. 	All staff
C5	Ensure that students, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	Signposting of fire exits
C6	If possible, check for missing / injured students, staff and visitors.	Email on phone to attendanceteam@mail.altrinchamcollege.com
C7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	Classroom visit by SLT or emergency services

Classroom Display

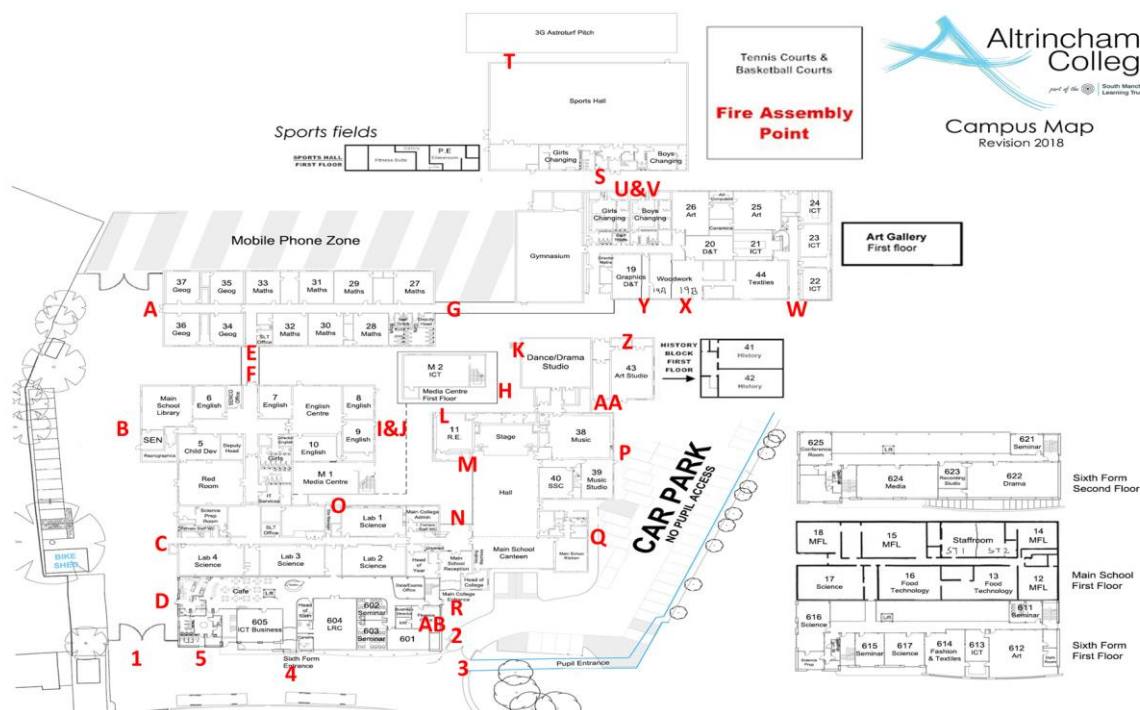
<p><u>SHELTER</u></p> <ul style="list-style-type: none"> • Stay in the classroom & lock the door • Close windows & blinds • BREAK (Go to P2) / LUNCH (Go to P4) - take the register – send the names of missing students to attendanceteam@altrinchamcollege.com • Continue with activities and keep calm • Wait for a computer message, tannoy or SLT <p>LONG SINGLE TONE & COMPUTER MESSAGE</p>	<p><u>CLOSE</u></p> <ul style="list-style-type: none"> • Close windows and blinds • Lock and barricade the door • Out of sight – keep out of sight, turn off lights, screens & phones • STAY SILENT <p>CLOSE WILL NEVER BE TESTED WITHOUT PRIOR NOTICE</p> <p>Endure – you may be in CLOSE for some time.</p> <p>WAILING SIREN & COMPUTER MESSAGE</p>
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Appendix 5

EVACUATION PROCEDURES: Altrincham College

In extreme circumstances it may be necessary to send a signal to staff instructing that they and their students should, for security or health and safety reasons, evacuate the school immediately. This could be due to a gas leak or a bomb threat.

Initially, evacuation procedures will be signalled by a tannoy announcement from a senior member of staff. Students and staff will be told to evacuate the building by the nearest emergency exit. Staff will be responsible for organising an orderly exit through the following exit points:



Exit Points A, B, C, D, E, F – School Entrance 1

Exit Points P, Q, R, AA, AB – School Entrance 2

Exit Points G, H, I, J, K, L, M, N, O – Through the mobile phone zone and out through Entrance 1 to relieve congestion

Exit Points S, T, U, V, W, X, Y, Z – Down the student walkway and out through School Entrance 3
6th Form – Use either Exit Point A, B and School Entrance 2, or School Entrance 4 or 5 –
whichever is nearest.

Students will assemble in forms and year groups on the field between Kenmore Drive and Long Hey where registers will be taken in silence.

SLT will contact neighbouring schools (Cloverlea, St Ambrose and Blessed Thomas Holford) to establish the best place to assemble away from the building and for students to be collected by parents/carers and buses if necessary at the end of the school day.

Office staff will contact the bus companies and ask they collect the students from the agreed muster point.