

LSI LONDON

EMERGENCY POLICY AND PLAN

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School Emergency Planning Management Team

Location of the room where the School Emergency Planning Team will meet	Main office
Reserve room if the first choice is not available	Teacher's room or Room 1.4
Off-site reserve if the school premises are not available	Plaza around the corner – Alfred Place Gardens
Dedicated telephone lines for incoming and outgoing calls, in the event of an emergency	See below

Members of the Emergency Planning Team

Name	Job title	Direct Dial	Mobile Phone
Vanessa Lizcano	School Director	213	07447 891 547
Gavin Taylor	Academic Manager	214	07842 785 087
Amy Johns	Student Services and Reservations Officer	210	07508 828 879
Anna Redford	Accommodation and Student Services Officer	248	07380 279 599
Roy Immanuel	Deputy Managing Director	233	07707 657 544

**Camden Emergency Planning
Services: 020 7974 4444
(daytime)
Out of hours: 020 7974 4444**

Contact Details

Emergency Services: 999

Camden Council Emergency Planning Services: 020 7974 4444

Emergency Duty Team (for a significant safeguarding concern): 020 7974 4444

Director of Children's Services...

SEN...

Engagement & Learning Team Principle Educational Psychologist...

Organisation	Contact details	Notes
Emergency Services	999	
Metropolitan Police	999 101	In case of emergency Non-emergencies
Department for Education	Enquiry line: 0370 000 2288	
Met Office	03709000100 (24 hr)	
Fire and Security Alarms	Pyrotronix – 020 3745 1845	LSI – Language Studies International Postcode: WC1E 7AH
Foreign & Commonwealth Office	Consular assistance: 020 7008 1500 (24 hour)	If abroad ring +442070081500
Environment Agency	Floodline: 0345 988 1188 (24 hr)	*Schools can register for Floodline email alerts if vulnerable to flooding at www.environment-agency.gov.uk
Insurance Company	One Commercial (via One Broker) 01223 949023	Policy Number: CCCI00136963
School Transport	Anne / Wintana: 07801482876/07400557577	LSI London
Media	Roy Immanuel	07707 657 544
Marketing & Corporate Communications	Roy Immanuel	07707 657 544
Electricity – Engie	020 7320 8600	Account number 10316535
Castle Water	01250 718700	Account number 2262605

Emergency Planning Policy

Introduction

The aim of a school emergency plan is to help staff respond effectively to an emergency at school, at a student's accommodation, or on an educational visit. An emergency plan is generic enough to cover a range of potential incidents that occur eg. significant damage to school: fire, flood, disruption to services like water or sewerage, severe weather, public health incidents, serious traffic related incident, criminal activity, violence, serious injury/death or local disaster.

The plan covers procedures for incidents occurring during school hours and outside school hours, including weekends and holidays. Emergency procedures for extended services should also be included.

All the staff on the Emergency Planning Management Team have the authority to make critical decisions in the absence of the School Director.

Checklist for School Emergency Planning Team

Preparation for emergencies is an on-going process which involves:

- Maintenance of a robust Emergency Plan along with the training schedule for all members of the Emergency Planning Team and key staff and governors.
- School has log of tests of routines eg. Fire drills, water testing, infestations, terrorism/bomb threats, etc.

Throughout each stage of this process the school consults members of staff, stakeholders and local authorities to gain their involvement and support.

The plan covers procedures for incidents occurring during school hours and outside school hours, including weekends and holiday. Emergency procedures for extended services should also be included.

Links with other areas of work

Many aspects of work carried out by school have some relation to emergency planning. Examples include, first aid training and procedures, PEEPs*, medical policies, risk assessments for trips, school security procedures, health and safety procedures and grief and bereavement guidance.

Plan distribution

All staff are given a copy of the plan which can be referenced during school hours and outside school hours (including holidays and when on educational visits).

The Emergency Plan contains sensitive information (e.g. contact details) so it is important to keep them secure at all times.

* Personal emergency evacuation plans

Emergency Grab Bag

These have the necessary resources available during the onset of an emergency:

Action Cards for Lockdowns/Evacuations with log sheets and marker pens A first aid kit Torches Batteries A whistle A loud hailer Armbands/high-visibility tabards	Gloves Logbooks Plan of Emergency Isolation of Gas, Electricity and Water Access Points Keys (to vulnerable areas only) Important documents: Emergency Plan, Pupil Contacts List Registers (updated)
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Roles and Responsibilities (See Appendix 1a/1b/1c)

The School Director (SD), Vanessa Lizcano, will take overall responsibility as Emergency Co-ordinator. In his/her absence, the Academic Manager (AM), Gavin Taylor will have overall responsibility together with the Accommodation and Student Services Officer, Anna Redford.

A member of the Senior Leadership Team will also have authority to take key decisions in the absence of the SD or AM. Any other teaching staff available at the time of the emergency will support the Emergency Co-ordinators. Many staff have been trained in First Aid so in a scenario requiring immediate First Aid, one of the staff with recent training will lead in consultation with the Emergency Co-ordinator. A member of the Local Authority (named on the Contact Details List) will be contacted as a matter of course.

Briefings during the emergency will be held in the main office, teacher's room or Room 1.4 if possible. It is important that, depending on the nature of the emergency, a shift pattern may have to be set up during the incident between staff in order for them to stay focussed and clear.

Emergency Co-ordinators will wear high-visibility tabards to identify them as the lead. Any staff attending an emergency must bring ID as emergency services may require this before entry to the site is allowed.

As soon as possible, an Emergency Incident Log should be kept, updated and shared. This will be useful in reviewing actions taken. The log should include reasons why decisions were made.

Risk Assessments

Schools routinely risk assess all routine activities. These are kept in school and updated with all staff annually, however, they are potentially susceptible to a variety of unexpected risks, and these may vary in severity and likelihood.

Emergencies on Educational Visits (See Appendix 2)

Leaders of educational visits have a legal duty of care for the people under their charge. Procedures are in place for educational visits and all staff should be aware of the policy and procedures PRIOR to the visit taking place.

Additional support from LSI UK schools

In the event of an emergency other LSI schools in the UK will provide assistance e.g. acting as an additional place of safety (Plaza around the corner- Alfred Place Gardens). In turn, we offer them the same support if they are faced with an emergency.

Communications

During an emergency it is likely that concerned parents/carers will contact the school for further information and the general school telephone number may quickly become jammed with incoming calls. The school emergency mobile phone and School Director's mobile. As much information as possible will be sent out to students through this service.

During an emergency, Emergency Co-ordinators may find it appropriate to consult the emergency services or local authority about what information can be provided to students and parents/carers.

Those who have been directly affected by the incident should be notified personally (either by a telephone conversation or face-to-face). A log of communications should also be maintained so as not to disturb people by contacting them more than once if it is not necessary.

Media Management

Any significant emergency is likely to attract media attention. The scale of the interest will depend on the incident and could vary from telephone enquiries from the local media to national and international television crews arriving at the school asking for interviews.

If handled successfully, media management can directly assist personnel involved in the response and enhance the reputation of the school.

Other organisations, such as the emergency services or local authority, may be able to assist in responding to media requests and thus alleviate some of the pressure on school staff. All media statements must be approved by the school and those organisations involved in the response prior to release.

Log-Keeping Guidelines

In an emergency, events can occur very rapidly, and it is vital to keep an accurate record of events. All employees involved in the response to an emergency will maintain an incident log. Within this log, staff are to record decisions made, actions taken, significant conversations and any other important information pertinent to the incident. Logs are provided with the Action Sheets .

Any emergency affecting a school may afterwards become the subject of a detailed inquiry. It is important that accurate written records are kept and that no piece of information related to the response is lost. Information related to the incident must be copied, retained and archived for future reference. Records of expenditure should also be kept.

Post Incident Support (See Appendix 3)

The effects of a traumatic event upon a school can be profound, particularly the serious injury or the death of a pupil and they can have significant long-term effects. After such an incident, the school will work with the Local Authority to ensure that there is co-ordinated support for students, staff parents/carers. Staff will play an important role in supporting students, but professional help may be needed for all concerned. Local authorities may be able to offer support from educational professionals trained in bereavement counselling or trauma management. The use of external counselling service may also be needed (e.g. Cruse Bereavement care, Samaritans, etc). The effect on staff is not underestimated as in some cases it may be more significant than the impact on students.

Paper Based Records

It is important that:

- Essential documents are kept safe and stored securely.
- If prompt action is taken damaged records can be restored through the use of salvage/restoration companies.

The school has an inventory of important equipment and items (e.g, asset register, equipment inventory) for calculating losses for insurance purposes. This alongside details of any leased equipment on the premises are included.

Electronic Records

LSI schools have all electronic information backed up on remote servers, and there are disaster recovery arrangements. All data stored on the school network is backed up remotely and copies of data stored off-site.

Closing the School

Schools are expected to remain open in all but the most extreme circumstances. The decision to close a school will usually be taken by the School Director in conjunction with a the Managing Director or Deputy Managing Director. Occasionally, Local and central government may also recommend this course of action (e.g. in the event of a public health incident).

It is important that:

- Students and parents are notified of a school closure as soon as possible.
- In some instances, it is possible for a school to remain partially open.

Situations

Evacuation, shelter and lock down procedures are particularly important sections of the plan as they outline the initial actions that should be taken to safeguard students and staff, both from internal and external hazards. The purpose of an evacuation is to move people away from danger to a safe place. This is likely to involve withdrawal from a hazard within a specific part of the school building but in some circumstances could require evacuation of the whole site. The school already has evacuation procedures in place. Some emergencies may require staff and students to shelter within the school building if it is an environmental hazard (such as smoke plumes, toxic alert).

The purpose of a lockdown is to prevent an intruder from causing harm to students and staff. The lockdown will be communicated to every classroom by a member of the emergency response team.

In other situations, the emergency services may alert the school to a potential hazard, such as a plume of smoke or a potential intruder. In some circumstances, the emergency services will advise on the best course of action.

Pandemic Influenza

If students or staff suffer from any communicable disease, the local public health authority will advise the school of any precautions that are required.

Suspicious Packages

Any suspicious package is treated as a threat until proved otherwise. When a package is believed to be suspicious, the school will follow the following guidelines:

- Do not touch any suspicious items
- Move everyone away to a safe distance
- Prevent others from approaching
- Communicate safely to staff, students and the public
- Notify the police
- Ensure whoever found the item or witnessed the incident remains on hand to brief the police.

Bomb Threat

Bomb threats are always to be taken seriously, even though the majority of them turn out to be hoaxes. All staff need to be aware of the actions to take if they receive a call from someone claiming to have information about a bomb.

Bomb threats can come from a variety of sources, including truants, former students or strangers. A threat is more likely to be real if:

- The police are aware of potential terrorist activity in the area
- The threat is specific rather than general
- The threat is credible

Whilst it is not reasonable for staff to assess the accuracy or validity of a threat, employees should record as much detail about the call as possible; this information will prove useful to the police. A bomb threat is a crime so even if employees are confident the call is a hoax, they must still report the incident to the police.

The person receiving the call should;

- Keep calm
- Try to obtain as much information as possible from the caller such as –Where is the bomb? What time will it go off? What does it look like? Why are you doing it?

If possible, ascertain whether the caller is:

- Male/female
- Rational or not/intoxicated or sober
- Has a distinctive accent
- Finding this amusing – laughing
- Are there background noises – indicating public place/near traffic/place of entertainment.

As soon as possible, the police must be notified, and a course of action agreed.

If a decision to activate is made, then the School Director will:

- Inform teachers/students to collect personal belongings and on the sound of the alarm, take the class out to the fire points
- Once everyone is aware, then activate the alarms and evacuate. Wait for guidance from police/evacuate to place of safety.

Activation

Copies of the plan will be kept in:

- The main office
- Every classroom
- The teacher's room

When an incident occurs, the priority is to safeguard those on site (i.e. students, staff, parents/carers, visitors) and alert the emergency services if necessary. Other organisations, such as the local authority, should then be informed as appropriate.

Action Sheet

- Any member of staff coming to an incident will assess the situation and establish a basic overview of the incident.

- All staff in the immediate vicinity are to take immediate action to safeguard students, staff and visitors.
- Attend to any casualties and administer first aid, if appropriate.
- If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.
- The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately.
- Briefly (and if possible) alert key staff as to the course of action you are about to take.
- Refer to the list of emergency contact numbers for additional support if required.

Evacuation

The purpose of an evacuation is to move people away from danger to a safe place. This may be withdrawal from a hazard within one part of our school building but in some circumstances could require evacuation of the whole site. The school will use Fire Evacuation procedures in place.

If the entire site has to be evacuated, students and staff may need to move from the initial assembly point to an alternative location. Alternative locations include the following, the Plaza around the corner, Alfred Place Gardens.

Incident Log

Who	What	Where	Notes

Shelter/Lockdown

- **Shelter / Lockdown procedures – whistle blown to ensure all students come inside**

Some emergencies may require staff and students to shelter within the school building. If this is an environmental hazard (such as smoke plumes, toxic alert) employees should ensure:

- All doors and windows are closed, and ventilation/air circulation systems are switched off. In such circumstances the emergency services may issue a public message to 'Go in, stay in and tune in!'
- All staff will have an important role to play in reassuring students and alleviating any concerns parents/carers may have.
- Be aware and vigilant about students' medical needs.

Some emergencies require a lockdown. The purpose of this is to prevent an intruder causing harm to students and staff. The procedures are similar to that of Shelter.

- All entrances to the school must be secured in an effort to prevent the intruder from entering the premises and staff and students must find a suitable place to protect themselves.
- If students are outside when a risk is apparent, the whistle is blown continuously, and staff take students to the nearest building that can be secured. Students may be asked to hide or disperse if this will aid their safety.
- It may be difficult to obtain a clear overview of the situation.

The most important point is for staff to try and remain calm!

Shelter/Lockdown Log

Who	What	Where	Notes

Bomb Threat/Suspicious Package Emergency Log

Who	What	Where	Notes

Other Emergency Log

Who	What	Where	Notes

Clearance Checklist

Rooms / areas	Confirmed Clear initial to indicate checked	Responsible for checking	Comments
Basement		Gavin Taylor	
Ground Floor		Vanessa Lizcano	
1st floor		Vanessa Lizcano	
2nd floor		Anna Redford	
3rd floor		Anna Redford	
4th floor		Amy Johns	

Appendix

1a Roles and Responsibilities – Co-ordination

Co-ordination - Initial Response	Tick/sign/time
Establish a basic overview of the incident.	
If the incident has occurred on an educational visit: • Liaise with the educational visit leader on a regular basis • Consider sending extra staff to support the educational visit leader • Discuss with the educational visit leader the arrangements for notifying parents / carers • Consider how parents / carers and students will be reunited.	
Wherever possible, assign members of staff to key roles • Communications • Log-keeping • Media management.Resources.Welfare.	
Remember to: • Allocate tasks amongst the key staff • Ensure that staff are clear about their designated responsibilities • Establish the location and frequency of staff briefings • Ask staff to maintain a log of actions made and decisions taken	
Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
Take action to protect property.	
Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	

Ascertain the whereabouts of all students, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
Inform Roy Immanuel as appropriate.	
Decide the most appropriate method of contacting relatives of students / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the police about informing next of kin.	
Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	Tick/sign/time
Continue to allocate tasks amongst the key staff. Work closely with them to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
Ensure that regular briefings are given to: • Staff • Students • Parents / carers • LSI Cambridge or LSI Brighton if Cambridge not available • Extended services.	
Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
Check that everyone who should have been notified of the incident has been informed.	
In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	

Seek advice on legal and insurance issues, if appropriate.	
If the incident is a crime scene (or subject to a fire investigation) seek advice from the police and / or fire & rescue service.	
Co-ordination - Recovery	Tick/sign/time
Act as the main contact for the recovery process. Continue to allocate tasks amongst the staff.	
Ensure that post incident support is available to all who may require it	
Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
Complete any necessary forms / paperwork.	
Arrange a debrief for school staff involved in the response.	
Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
Initiate a review of the school emergency plan.	
Inform neighbouring schools if issues relate to them	

Appendix 1b

Roles and Responsibilities – Resources

Resources - initial response	Tick/sign/time
Take action to protect property. Consider turning off utility supplies.	
Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
Work with other staff and the emergency services to control access to the school: • Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. • Provide authorised visitors with identification badges and ensure they sign-in and sign-out. • Ensure that media access to the site is controlled.	
Resources - ongoing response	Tick/sign/time
Liaise with utility suppliers as required.	
Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
Resources - recovery	Tick/sign/time

Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
Procure temporary classrooms if appropriate.	

Appendix 1c

Roles and responsibilities – Welfare

Welfare - Initial Response	Tick/sign/time
Establish arrangements to meet the welfare needs of students, staff, parents / carers, visitors and responders.	
Identify students who may require additional support: • Those with Special Educational Needs (SEN) • Those with medical needs • Those with Personal Emergency Evacuation Plans (PEEPs) or anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).	
Welfare - Ongoing Response	Tick/sign/time
Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
Make arrangements for reuniting students with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
In groups as small as practicable, inform students about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support students.	
Where possible, every student should be spoken to, and asked if they are alright, before they leave school.	
Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
Ensure that staff take regular rest periods.	
Welfare - recovery	Tick / sign / time
Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

Appendix 2

Roles and responsibilities – Educational Visits

Educational visit leader - Initial Response	Tick/sign/time
Ascertain the whereabouts of all students and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
Contact the School Director (or nominated emergency contact) to ask for support.	
Establish a basic overview of the incident. Ensure that accurate information is available for those arriving on-scene.	
Establish arrangements to meet the immediate welfare needs of students and staff.	
Identify students with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any students or staff with known medical conditions or requirements.	
Ensure that a member of staff accompanies any students needing medical attention to hospital, and remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate staff to student ratio.	
Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
Keep a log of important information, actions taken, and decisions made.	

Remember to retain any important items / documents. E.g.: • Contact details • Consent forms (including medical and next-of-kin details) • Maps • Tickets • Insurance policies • Proof of identity • Passports (if applicable).	
Avoid making comments to the media until parents / carers have been informed.	
Do not discuss legal liability with others.	

Educational visit leader - ongoing response	Tick/sign/time
Continue to assess any risks to students and staff. Take action to prevent further harm if necessary.	
Act as the main contact for co-ordination of the response and work closely with the School Director / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
Continue to brief staff and allocate tasks on a regular basis.	
Monitor and reassure students. Make arrangements for the longer-term welfare needs of students and staff.	

Consult the School Director (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.

Liaise with the tour operator / provider, if appropriate.

Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.

If an incident involves an international student, consider contacting the student's embassy for support.

Retain any receipts / documentation for insurance purposes. E.g.:
Records of expenditure
Medical certificates / hospital admission forms
Police incident number.

Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.

Ask the School Director (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.

Ask students and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).

Educational visit leader - recovery	Tick/sign/time
Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
Complete any necessary forms / paperwork.	

Appendix 3

Post Incident Support

Post Incident Support - Assistance for Students and Parents/Carers	Tick/sign/time
Introduce a strategy to monitor students and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
Offer students and staff the opportunity for psychological support and counselling. Ensure staff and students know that support is available and arrange access to these services as necessary.	
Consider which students need to be briefed, how, and by whom.	
Provide opportunities for students to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage students from talking about their experiences.	
Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
Make arrangements to express sympathy to those who have been hurt. Consider encouraging students to send cards / messages to those affected.	
Be sensitive about the demands practical issues might make on students.	

Send a letter to parents / carers with information on: The nature of the incident How their child was notified of the incident Arrangements for support organised by the school Who to contact if they would like additional support.	
Maintain regular contact with parents / carers.	
Do not make public any sensitive / confidential information about individuals unless consent has been given by students and parents / carers.	
Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
Post Incident Support - General Actions	Tick/sign/time
Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
Consider requesting support from other organisations. E.g. • Teacher Support Network • Samaritans • Cruse Bereavement Care.	

Manage any distress that could be caused by ongoing police enquiries, legal proceedings and media attention.	
Cancel or rearrange any events which are inappropriate.	
Plan appropriate support for staff to enable them to cope with any questions or discussions students might have about the incident.	
Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
Ensure that new staff are aware of the incident, which students were involved and how they were affected.	
Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	
Post Incident Support - Returning After a Period of Absence	Tick/sign/time
Negotiate with students or their parents/carers a suitable date for returning to school after a period of absence.	
Consider if any additional support could be provided which would make the return easier. E.g.: • Initial part-time attendance • Alternative methods of teaching • A sanctuary that students could use if upset during the school day	
Brief students who may be able to help in the process of resettling (e.g. close friends).	

Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for:

- Missed work
- Rescheduling projects
- Exams

Post Incident Support - Funeral Arrangements	Tick/sign/time
Contact bereaved families to express sympathy on behalf of the school.	
Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider: • Closing the school on the day of the funeral as a mark of respect • A senior member of staff attending the funeral on behalf of the school • If staff and students can be allowed time off school to attend the funeral • Providing transport to take students and staff to the funeral • Providing students with information about what happens at funerals • Arranging floral tributes and / or donations.	

Post Incident Support - Remembrance	Tick/sign/time
Taking into account the wishes of the family, consider providing a suitable memorial at the school: • Garden • Seating area / bench • Tree • Book of condolence • Artwork	
Discuss with governors, staff, parents / carers and students how to mark anniversaries and other important dates. E.g.: • Commemorative service • Special assembly • Concert • Sports event.	
Be aware of renewed media interest near anniversaries of the event.	