

**COMPOSITE MINUTES OF THE 2015 AUTUMN TERM AREA MEETINGS
OF THE LA AND ESSEX PRIMARY HEADS' ASSOCIATION**

South **Tuesday 3 November 2015**
North East **Wednesday 4 November 2015**
Mid **Tuesday 10 November 2015**
West **Wednesday 11 November 2015**

Action

1. WELCOME, THANK YOU AND NOTICES

- a) Clare Kershaw, Director for Commissioning Education and Lifelong Learning, the Area Commissioners and the Area Chairs, welcomed those present to the meetings, extending a particular **welcome** to the new (or new in post) headteachers in each area, who are:

South

Catherine Baker	Whitmore Primary
Jenni Evans	Warley Primary
Sasha Furze	Maple Grove Primary (amalgamation of infant and juniors)
Diane McGarry	Millhouse Infants & Nursery
Shane Owen	Rochford Primary
Karen Phillips	Ingrave Johnstone CE Primary
Mario Rodgers	Holt Farm Juniors
Nathalie Watson	St Anne Line Catholic Juniors

North East

Mark Carter-Tufnell	St Osyth CE Primary School
Doretta Cowie	Lexden Primary
Sarah Crookes	Cann Hall Primary School
Charlotte Booth-Rylett	Head of School at Unity Academy
Claire French	Kendall CE primary
Jo Marshall	Head of school at Tendring Primary
Ian McDonald	Elmstead Primary
Val Metcalf	The Mayflower Primary (Acting Head)
Lucy Overton	Great Tey CE Primary School
Jane Stalham	Fingringhoe CE Primary (Acting Head)
Alison Syred-Paul	Great Clacton CE Juniors
Ant Welch	Alton Park Juniors (Acting Head)

Mid

Tracy Ahern	Mildmay Juniors
Peter Anderson	Kings Road Primary (Acting Head)
Jane Bass	Templars Primary (Executive Head)
Ruth Baugh	White Notley CE Primary
Phil Brown	All Saints CE Primary, Maldon
Helen Castell	Writtle Infants
Andy Chambers	Westlands Primary (Acting Head)
Maddie Cowley	John Ray Juniors (Acting Head)
Debbie Crabb	Bocking Church Street Primary
Karen de Pietro	St John the Baptist CE Primary, Pebmarsh
Lisa Feldman	Finchingfield CE Primary

Joe Figg	Maltese Road Primary (Executive Head)
Dianna Gunn	Rayne Primary and Nursery
Vicky Jackson	St Francis Catholic Primary, Braintree
Ceri Jones	Chipping Hill Primary
Rebecca More	Rivenhall CE Primary
Kelly Stock	Burnham-on-Crouch Primary
Simon Waltham	Heybridge Primary

West

Isobel Barron	Roseacres Primary
Emma Bloomfield	Purford Green Primary
Lesley Brennan	Kingsmoor Primary
Karen Cayford	St Mary's CE Primary, Saffron Walden (Acting Head)
Barbara Coates	Leverton Infants
Amanda Copper	Wimbish Primary
Gill Doyle	Takeley Primary
Jenni Elliot	Roydon Primary
Sally Elliot	High Beech Primary
Sharon Lester	Newport Primary
Emma Johnson	R A Butler Infant and Junior Academies (Acting Head)
Sarah Roffey	Harlowbury Primary (Acting Head)
Sonia Strickland	Little Hallingbury CE Primary
Christine Tonkins	Manuden Primary (Acting Head)

b) Thank you and farewell to those headteachers who are retiring or leaving their current post at the end of term:

South

Debbie Allen	Hadleigh Juniors
Paul Collingwood	St Joseph's Catholic Primary, Canvey Island
Maggie Cooper	Doddinghurst Juniors
Sam Warner	Glebe Primary and HIU

North East

Tania Devereux	Boxted St Peter's CEVCP School
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Mid

Tracy Dennis	Parkwood Academy
Tracey Thornton	Maldon Primary
Jacqueline Wragg	Terling Primary

West

Linda Chesworth	R A Butler Infant and Junior Schools
Sarah Miller	Coopersale and Theydon Garnon CE Primary
Jacqueline Richards	St John Fisher Catholic Primary

2. A VIEW FROM THE BRIDGE

Clare Kershaw, Director for Commissioning Education and Lifelong Learning

a) 2015 PUPIL ACHIEVEMENT AND PROGRESS DATA AND OFSTED OUTCOMES

The progress and attainment of pupils in Essex has continued to rise and the data is now finalised. For the first time in years, the Key Stage 2 data is above national average and the GCSE results are up on previous years (which bucks the national trend). The following results have been achieved:

Phase	Essex Provisional 2015	Essex Actual 2014	% point change (2014 v 2015)	Provisional national figures 2015
EY - Good Level of Development	68	61	+7	66
Phonics – required level Yr. 1	78	74	+4	77
KS1 - % achieving L2B+ Reading	83	81	+2	82
KS1 - % achieving L2B+ Writing	73	69	+4	72
KS1 - % achieving L2B+ Maths	83	81	+2	82
KS2 - % achieving L4 RWM	81	79	+2	80
KS1 – KS2 expected progress Reading	91	91	-	91
KS1 – KS2 expected progress Writing	95	92	+3	94
KS1 – KS2 expected progress Maths	90	89	+1	90
KS4 - % achieving 5 A*-C GCSE's including maths and English (first outcome)	57.6	56.5	+0.7	53

CK congratulated the headteachers on their hard work and commitment to Essex pupils that has resulted in these excellent outcomes.

82% of primary schools, 81% of secondary schools and 94% of special schools in Essex are now judged by Ofsted as “good” or “outstanding”.

CK stressed, however, that a key priority in the Eastern Region remains the need to close the gap for disadvantaged children, and also those in care. The outcomes for disadvantaged primary-age children in Essex did rise by 2% last year, but so did the results of those who are not classed as disadvantaged – the gap remains at 16.5% across Essex.

At this stage in the term (end of November) there had been five Section 8 “good” inspections, and ten Section 5 inspections. The message from Ofsted about Section 8s in “good” schools is that the assumption will be that a school will remain “good”, but the inspection can convert to a Section 5 at the end of the day if the HMI decides that s/he has insufficient evidence to make a judgement. On the second day there will be additional inspectors to take inspectorate time up to the full Section 5 tariff. CK noted that, so far, the outcomes of Ofsted inspections had been in line with the LA’s predictions and that there hasn’t been the usual negative impact of a new framework.

b) SEND TRANSFORMATION STRATEGY

CK reminded headteachers that Chris Kiernan had briefed them on the implementation of a spend-to-save strategy for the development and improvement of Special Educational Needs and Disability provision in the county. Schools Forum has agreed to invest £42m to increase the number of places in the county for those with complex needs, including boarding provision and for those with autism and SMEH (social, mental and emotional health) issues. Currently, some children and young people are being sent out of county as there is not appropriate provision for them in Essex; an annual cost of £23m from the high needs block of funding.

The Local Authority Capital Programme Members Board is also considering to invest a similar sum (£42m) in capital funding, to invest in special schools and PRU provision. The intention is to expand the Special Schools’ estate.

However, the success of the capital project depends on a total transformation of SEND services in the county. ESSET (Essex Special Schools Education Trust) will be the “SEND” experts and are leading on the transformation of services and provision.

CK noted that a current and time consuming problem for both schools and the LA is the transfer of Statements to Education, Health and Care Plans, exacerbated by the increased number of applications for EHCPs.

The Local Authority is embarking on a two year change programme, which will be led by a newly appointed SEND Transformation Manager.

c) RAISING THE ATTAINMENT OF DISADVANTAGED PUPILS

CK stressed that this continues to be an improvement focus for everyone and particularly for the Eastern regions. In Essex the gap at the end of Key Stage 2 between pupils identified as “disadvantaged” and those who are not is 16.5% compared with a national figure of 15% in 2015.

The trends over time for England and Essex are:

	2013	2014	2015
England	18.0%	16.0%	15.0%
Essex	20.7%	17.4%	16.5%
Mid	19.8%	18.2%	15.0%
North East	20.1%	14.0%	16.1%
South	19.0%	19.4%	19.0%
West	23.8%	16.9%	14.1%

The Local Authority has commissioned NET (National Education Trust) to undertake a review on the impact of the Pupil Premium Grant in Essex schools. Clare noted that SECs will spend time during their visits focusing on the school's Pupil Premium data.

d) RECRUITMENT AND RETENTION OF STAFF IN ESSEX SCHOOLS

CK acknowledged that this is a number one priority across the county, and noted that schools are spending a huge amount of time and money trying to recruit enough high quality teachers and staff. She argued that this money could be better spent supporting effective recruitment strategies, such as possibly establishing a recruitment agency run in partnership with the Headteacher Associations.

There will be a workshop on 23 November focusing on the challenges of recruitment and retention, and CK asked headteachers to complete the survey that EPHA had circulated at the meeting.

e) ESTABLISHING A SCHOOL-LED IMPROVEMENT SYSTEM

The School Led Improvement System Project Board has been established and has now met three times; the primary representatives on the Board are the EPHA Chair and the Professional Officer. In addition, the Professional Officer is on the sub-group that was established to consider the first round of bids for pump-prime funding, of up to £25,000 per partnership. 11 bids were received by the end of September and considered at a meeting on 7 October: 7 partnerships were successful, while one was asked for additional information which was received soon after. Three more partnerships gave insufficient information in their bids, and were asked to expand and resubmit their bids in the next round, which closes on 27 November. The sub-group will meet on 10 December to consider the next round of applications.

It was confirmed that there is sufficient funding in this budget to support 20 partnerships and additional funding will be made available in the next financial year.

A Peer Review adopter pilot will start in October, working with Maggie Farrer and CfBT. This will involve 40 schools grouped into 5 clusters; not all of these schools are within the partnerships that bid for the school improvement funding.

f) NEW PROVISION OF EMOTIONAL WELLBEING AND MENTAL HEALTH SERVICE FOR CHILDREN AND YOUNG PEOPLE IN ESSEX - NELFT

Background

- Child and Adolescent Mental Health Services (CAMHS) were previously provided by a number of different health and social care organisations across the county of Essex

- The services young people received were different depending on where they lived
- NELFT – North East London Foundation Trust – has been chosen to provide these services
- From 1 November 2015, “CAMHS” will be called the Emotional Wellbeing and Mental Health Service (EWMHS)
- Provision for Essex, Thurrock and Southend, for young people aged 0 to 18 - and up to age 25 for young people with Special Educational Needs (SEN)

Structure of the Emotional Wellbeing and Mental Health Service

- **Three** Children’s Single Point of Access (CSPA) teams
- **Seven** Locality teams – each team includes a team manager and personnel from Tiers 2 and 3.
- **Three** Crisis Response teams
- “Hub and Spoke” structure – this will offer advice, clarification and sign posting.

Children’s Single Point of Access locations (CSPA)

- North Essex: Essex House, Colchester Business Park, Essex
- Southend: Civic Centre, 2 Southend on Sea, Essex
- Thurrock: Thurrock Council Civic Offices, Essex

All staff working in the CSPA will be part of a linked locality team and rotated into the CSPA on a daily basis (9am - 5pm) to provide:

- Telephone advice
- Triage
- Signposting, preventative planning and an early offer of help
- Allocation of the referral to a locality team for a NICE compliant care “Pathway”
- Feedback to the person making the referral

Crisis Response team locations

- Basildon & Brentwood, Castle Point & Rochford, Southend and Thurrock: Acorn House, Basildon, Essex
- North East Essex: Colchester Business Park, Essex
- West and Mid Essex: Aylmer House, Harlow, Essex

9am - 5pm on site (From 1 November 2015) and on-call cover 24 hours a day

9am – 9pm on site (From April 2016) and on-call cover 24 hours a day

Referral Criteria

The following needs will be met through a “Pathway” approach - a “Pathway” is a best practice treatment package that is informed by NICE guidelines

The referral criteria are as follows:

- mood and anxiety disorders
- behavioural and conduct disorders
- emerging personality and attachment disorders
- eating disorders
- psychotic disorders
- deliberate self-harm and suicidal ideation
- substance misuse including dual diagnosis
- autistic spectrum disorder (ASD)
- attention deficit hyperactivity disorder (ADHD)
- neurodevelopmental disorders

- prolonged bereavement problems

NELFT referral process and response times

Referrers seeking advice will be contacted within 24 hours of the initial request

Referrals to the CSPA will be reviewed daily, screened within two working days and responded to within five working days once allocated to the locality team

All referrals will be prioritised according to the presenting clinical need

All assessments will take place within 18 weeks

All consultant and non-consultant led treatment will start within 18 weeks of the referral (RTT)

Locations of the seven locality hubs

- Basildon & Brentwood: Acorn House, Ground floor, Great Oaks, Basildon, Essex SS14 1AH
- Castle Point & Rochford: Council Offices, Kiln Road, Thundersley, Benfleet, Essex SS7 1TF
- Mid-Essex: County Hall, Duke Street, Market Road, Chelmsford, Essex CM1 1QH
- North East Essex: 651 The Crescent, Colchester Business Park, Colchester, Essex CO4 9YQ
- Southend: Civic Centre, Victoria Avenue, Southend-on-Sea, Essex SS2 6ER
- Thurrock: South Ockendon Health Centre, Darenth Lane, South Ockendon, Essex RM15 5LP
- West Essex: Aylmer House, Kitson Way, Harlow, Essex CM20 1DG

ewmhs@nelft.nhs.uk

www.nelft.nhs.uk

The presentation shared at the meetings is available on the EPHA website
<http://www.essexprimaryheads.co.uk/meetings/termly-area>

3. PERSPECTIVE LITE

Nicola Woolf explained that SSET will be discontinued at the end of March 2016 and will be replaced by Perspective Lite, an on-line information platform that will be provided free of charge for all Essex Schools. This product has been developed by Angel Solutions. They will contact schools soon to ask for an email address to enable them to provide user names and passwords – the aim is that all schools will be on the system, and will have logged on at least once, by the end of term. It was noted that heads must use a headteacher email address (not admin@).

The Perspective Lite offers a range of information, both local and national. The LA will use the platform to share visit notes from Commissioners, which may be altered online rather than using email. Schools can also access real time data and information such as Watchsted, 5 minutes lesson plans and so on.

If you need **Support** using Perspective Lite or have any questions about the full version of Perspective then please contact Angel Solutions on;
0845 833 7190

perspective@angelsolutions.co.uk

The presentation shared at the meetings is available on the EPHA website
<http://www.essexprimaryheads.co.uk/meetings/termly-area>

4. HEADLINES – NEW PRIMARY HEADS BRIEFING PAPER

Nicola Woolf explained that the Local Authority's termly briefing paper, produced for the headteacher meetings, had become far from brief and had lost its usefulness. The LA wants to use the weekly online newsletter, Education Essex, to disseminate information to schools, and so has replaced the briefing paper with a short paper called HeadLines, which gives links to recent information provided by ECC services. It was noted that this term's edition was sent out to headteachers with the agenda for the meeting.

5. GOVERNANCE RAG-RATING TOOL Area Commissioners (South, West and North East meetings) Debbi Botham (Governor Services) (Mid meeting)

A letter was sent to Chairs of Governors of maintained schools at the end of September, introducing a RAG-rating system for Governing Bodies. This was produced as a follow up to the Excellence in Essex paper and is intended to be used as a self-evaluation tool by Governing Bodies.

In order to reflect the critical role governors play within the overall leadership of their schools it has been decided to develop a RAG rating system for governance as an opportunity to support improvements in governing body effectiveness. The comparative strengths of all maintained school governing bodies will be tracked by EES for Schools Governor Services team, working in collaboration with Standards and Excellence Commissioners. This will be for example, through governing body visits, reviews of governance, OFSTED or Local Authority review outcomes, governor training records or intelligence from clerks or other sources.

Using the criteria in the document governing bodies should be able to determine their own RAG rating and the consequent support and development they may need. An External Review of Governance is available through EES for Schools Governor Services team and governors may wish to consider applying for the Governor Effectiveness Mark.

Debbi Botham noted that letters will be sent to Chairs in the second half of term noting the Governing Body RAG-rating, unless insufficient evidence is available to make a judgement. She explained that this process will be repeated on a termly basis.

6. A SAFEGUARDING UPDATE

Jo Barclay, Schools Safeguarding Adviser

A huge amount of guidance has been updated recently and staff in schools should be aware of the current safeguarding documents.

i) Keeping Children Safe in Education and summary July 2015

This key safeguarding document was updated on the 22nd July 2015, and should be referenced in all your own policies and procedures, The new changes are in Part One, so it is essential that staff are updated, as this is the document everyone is required to read.

ii) PREVENT

Schools leaders (including governors) must:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with it
- communicate and promote the importance of the duty
- ensure staff implement the duty effectively

Other duties on schools include:

- effective partnership working with other local agencies, eg. LSCB, police, health
- information sharing
- maintaining appropriate records
- assessing local risk of extremism (including Far Right extremism)
- demonstrating they are protecting children
- developing clear protocols for visiting speakers
- safeguarding policies that take account of LSCB policies and procedures
- training staff to give them knowledge and confidence
- ensuring there is robust ICT protocols that filter out extremist materials
- school buildings must not be used to give a platform to extremists

Ofsted are responsible for monitoring how well schools are implementing this duty.

In Essex, the *Prevent* Engagement Officer is Tess Wisbey CT Division, Essex Police
Tel: 0300 333 4444 ext: 180521 DD: 01245 452133 Mobile: 07968 243703

JB is organising a final WRAP training event in January, but it was noted that this particular training is not mandatory.

- iii) **Female Genital Mutilation (FGM)** is the non-medical partial or total removal of the external female genital organs. This procedure is typically carried out on young girls, although it can happen later. FGM is illegal in the UK and particularly affects girls from Africa.

Since 1985 it has been a serious criminal offence under the Prohibition of Female Circumcision Act to perform FGM or to assist a girl to perform FGM on herself. The Female Genital Mutilation Act 2003 tightened this law to criminalise FGM being carried out on UK citizens overseas. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes:

- the right to anonymity for victims
- the offence of failing to protect a girl aged under 16 from the risk of FGM
- the provision of Female Genital Mutilation Protection Orders (FGMPO); and
- **the duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.**

NB For school staff this will occur from a disclosure and not a physical examination
Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

NSPCC FGM Helpline Telephone: 0800 028 3550

Email: fgmhelp@nspcc.org.uk

iv) **Recording and report child protection concerns**

Example forms are available on the safeguarding page on the Schools Infolink.

https://schools-secure.essex.gov.uk/pupils/Safeguarding/Templates_for_Reporting_and_Recording_Child_Protection_Concerns/Pages/default.aspx

v) **Staff training**

There are training packages for staff on safeguarding page on infolink; including Keeping Children Safe in Education, CSE, Inspecting Safeguarding and Prevent (also links to online training). A CSE guidance pack will be available at the beginning of the spring term.

https://schools-secure.essex.gov.uk/pupils/Safeguarding/Level_2_Child_Training_Programme/Pages/default.aspx

vi) **Domestic Abuse notifications**

Pete O'Driscoll has been appointed to the JDATT team (Joint Domestic Abuse Triage Team). His role will be to triage the DV notifications that are received each night (regularly around 80), and to inform schools where there are concerns about their pupils.

vii) **Ofsted safeguarding briefing paper – September 2015**

The updated briefing paper includes a new Annex 1: Safeguarding requirements for Leaders and Managers, which includes governing bodies

viii) **Section 11 audit** – ESCB (Essex Safeguarding Children Board) has been grateful to Essex schools for completing the section 11 audit tool last school year. The tool can be found at: <http://www.escb.co.uk/en-gb/workingwithchildren/section11audit.aspx>

The completion date for this audit is 31st July 2016. By then, the audit should have been presented to governors and signed off before submission. This allows most of the school year for this process to be undertaken.

It is good practice for safeguarding to be a regular item on all full governing body meetings. Summaries of the audit could be reported on each term as part of this process.

ix) **SET procedures** – Southend, Essex and Thurrock multi-agency child protection procedures

A review has taken place and 2015 procedures have now been produced – changes to the document are set out in a Powerpoint presentation which can be found at

<http://www.escb.co.uk/Professionals/InformationResources/SETChildProtectionProcedures.aspx>

B THINK THE UNTHINKABLE

Ros Somerville (EP Service Manager)

Natasha Colley, Senior Specialist Educational Psychologist, Mid

Sophia Wareham, Senior Specialist Educational Psychologist, West

A critical incident is a situation which requires immediate action.

It has the potential to cause disruption and distress to a school when members of the school community are affected by a significant loss, event or on-going situation. (This would include emergencies).

Situations could be:

- The sudden death of a member of staff or a pupil attending a school (either on school premises or at home)
- A serious accident involving pupils / staff members
- A major fire in school or the community
- An event witnessed outside of school (e.g. serious assault or accident).
- Someone in the school community having a terminal illness
- A serious safeguarding issue (e.g. abduction or intruder in school)

How to report a critical incident

If an incident has occurred School should **phone:**

Schools Communication Team (SCT):

01245 434745 (Office hours 9am-5pm)

07717 867525 (Out of hours/weekends)

The SCT will discuss with school what teams need to be alerted / support requested.

Keep this number in an accessible place.

For the full procedure of reporting an incident, please see the handout (& links also below)

- [Guidance to schools reporting critical incidents](#)
- [SCT Critical Incident Infolink Page](#)
- [EPS critical incident support infolink page](#)

Support from other services

The Schools Communication team will discuss with you what form of support is required immediately and who should be contacted within ECC. This might typically involve any one, or a combination, of the following:

- Educational Psychology Service
- Press Office – if support is required for dealing with the media
- Safeguarding Adviser to Schools /Essex Safeguarding Children Board
- Link Standards and Excellence Commissioner
- Health and Safety Advisory Service
- Emergency Planning Officer
- Executive Director
- Cabinet Member.
- Others not in ECC that you might be in contact with?

The aim of EP Service support is to enable school staff to effectively and confidently support students, parents and each other (whole school community).

An EP will:

- Contact school within 24 hours to discuss the incident; their needs and explain our offer
- Arrange which EP/s will provide support
- Contact EWMHS (formerly CAMHS) managers for the area; alert them to the incident if not already known; co-ordinating work in school with EWMHS
- (If support is requested) meet with school staff and draw up a plan of action (utilising the School's Critical Incident Management Plan)
- Remain in contact with the Schools Communication Team, updating them with agreed plans

EP Service support team

West: Sophia Wareham
Claire Peters or Andy Keay
South: Paul Hammond
Sarah Routledge
Mid: Natasha Colley
Rebecca Kinkaid
North East: Jon Large
Jane Tyndale-Biscoe

EP Critical Incident support team response and work

- Development work – Advice or training to school or service on loss, bereavement and how to support pupils and each other. An incident may not impact on the whole school. May be development work of policies/ procedures without an incident occurring.
- Level 1 – Advice or support to a school or service in response to a critical incident where there is an impact on the school community and the staff can cope with this themselves, perhaps with some reassurance / information.
- Level 2 – Response to a school or service where a significant critical incident impacts heavily on the whole school community.
- Level 3 – Major Incident – may impact on whole local community. EP service work likely to be part of larger Local Authority response.

Examples of EP Service input include:

- Initial **consultation** with the School Senior Management Team.
- Advice on an appropriate **plan of action** and prioritising actions.
- Advice to school staff / parents on **understanding and managing children and young people's reactions to grief/trauma**.
- **Short-term individual or group emotional support** for those staff, parents or pupils who may want or need this. Always be done in conjunction with school staff. **Emotional support** can include a safe space for people to speak about how they are feeling (should they want to); messages of reassurance and information about reactions to traumatic events; consideration of how people are coping with the situation and resources they can draw further upon.
- Guidance on **identifying vulnerable individuals or groups** within the school community (be that staff / children & young people or families) and support with referrals to appropriate support services for those who may experience longer-term difficulties.

The Educational Psychologists **provide emotional support** to those who wish to speak with someone (working alongside school staff).

They **do not provide counselling** as this is not helpful initially. Some individuals may benefit from this in the future but need to be in a thinking/reflective place & not in shock.

- **Who can provide 'emotional support'?**
 - Those who know the students well e.g. teachers, LSAs, pastoral team
 - Other professionals / members of your school community e.g. EPs/ school counsellor / religious leaders / youth workers / etc.
- EP service uses **Psychological First Aid** as one set of underpinning principles :
 - promoting sense of safety

- promoting calm & sense of purpose
- promoting sense of self & community efficacy
- promoting connectedness
- instilling hope

What schools can do to be prepared for a critical incident

Policy preparation:

- Have a **School / Critical Incident Management Plan (S/CIMP)** (aka emergency plan or school incident management plan)
- Designate a **team of staff** who will implement the plan. Meet and train regularly so everyone understands their roles.
- Nest a **Bereavement Policy** within your S/CIMP describing how your school is developing a bereavement aware community.

Parental awareness / Consent preparation:

- Regular opportunities to discuss with parents what support you would offer to their children / alerting them to the possibility that the EP service may offer emotional support to pupils should a critical incident occurs; invite parents to indicate if they **do not wish** their child to meet with an EP?
- This is important to enable EPs to speak with children and young people if required in the immediacy of a critical incident

Further **Consent opportunities**:

- Letters informing parents at the time of an incident could include an opt out sentence re EP support
- Use the Consent & Data form for parental signature for further specific emotional support work following a critical incident
- If you wish an EP to support you/school in person, arrange for a **meeting between EP and Senior Management team** or key people identified in plan implementation. (For major incidents this should include other key services involved to complete a joint action/support plan). It is helpful for this team to meet regularly throughout the day to check in and update on how things are going.

Identify key staff to work alongside the EPs – this is crucial to:

- Share key messages that Children/YP will need to hear
- Raise staff confidence in supporting Children/YP

Prevention of Suicide Guidance Toolkit for Schools (and any other professionals/services)

Guidance Toolkit Document:

- PDF format
- Constructed in 3 sections to represent 3 levels of work
 - **Green**: Universal needs
 - **Amber**: Additional needs
 - **Red**: Severe / Complex

Appendices Document:

- Word documents so that sheets can be adapted
- More detailed resources for the Amber and Red sections and for critical incident work

Resources

(all found on Essex info link: [EPS CI infolink page](#))

[NAPEP example of School Incident Management Plan](#)
[example bereavement policies by child bereavement uk and schools](#)
http://www.winstonswish.org.uk/wp-content/uploads/2013/07/Suggested_reading_list_Sept13.pdf
[click here for Prevention Youth Suicide Toolkit PDF](#)

[click here for the WORD DOC appendices](#)

One headteacher noted that while the short term response was very valuable, it would also be helpful to have some follow-up support a month, six months or a year later. Natasha stressed that this can be arranged by the Support Team and the school's linked EP could also be reminded if key dates, such as the anniversary of a critical incident is coming up.

The presentation shared at the meetings is available on the EPHA website
<http://www.essexprimaryheads.co.uk/meetings/termly-area>

7. DATES AND TIMES OF FUTURE MEETINGS

Area Heads Meetings

Spring term 2016

SOUTH	Wednesday 24 February	Holiday Inn, Basildon
N-EAST	Thursday 25 February	Weston Homes Community Stadium
WEST	Wednesday 2 March	Weston Homes Business Centre, Takeley
MID	Thursday 3 March	Chelmsford City Football Club

Summer term 2016

N-EAST	Wednesday 8 June	Weston Homes Community Stadium
SOUTH	Thursday 9 June	Holiday Inn, Basildon
WEST	Wednesday 15 June	Weston Homes Business Centre, Takeley
MID	Thursday 16 June	Chelmsford City Football Club

EPHA Conferences

Headteachers' Conference	Friday 18 March 2016	Stock Brook Country Club, Nr. Billericay
Deputy/Assistant Headteachers' Conference	Friday 14 October 2016	Weston Homes Community Stadium

Pam Langmead
EPHA Professional Officer
pam@langmead.me.uk

01621 786359

07791 143277