



Unifest Summer Schools 2016:

Managing Sub-Critical Incidents-
Information & Guidelines

Aimhigher Unifest Summer Schools

Managing Responses to Sub-Critical Incidents

Contextual Statement

Aimhigher works in partnership with Higher Education Institutions (HEIs). It commissions a programme of activities designed to extend access to Higher Education, and targets disadvantaged young people in the 14-19 phase of their education (schools, colleges and academies). The safety and well being of the learners taking part in the summer schools programme is paramount and must be a key priority for summer school providers and administrators.

All organisations have a statutory duty to ensure the safety and well being of their workforce, service users and members of the public. Aimhigher will ensure that all partners will have in place Safeguarding Arrangements that are consistent with best practice. We regard the organisation's capacity to effectively manage a critical incident that affects those attending Summer Schools and their families as an essential component of such arrangements and that roles and responsibilities are clearly defined and understood by the Aimhigher partnership that administer the Summer School programme.

This guidance document is designed to provide delivery partners with an overview of practice to inform their practice and responses

1.0 Introduction and Background

- a. Universities often deal with crises, there are often arrangements in place that allow access to support for students who may be experiencing episodic difficulties, all students are of course subject to their University's disciplinary code
- b. It is felt that our Duty of Care requires us to be aware of the potential for challenging incidents to arise, that are non-critical but nonetheless have the capacity to disrupt and unsettle individuals, groups and the wider public
- c. Universities were invited to inform Aimhigher of any incidents that had, given cause for concern during earlier Summer Schools
- d. Returns indicate that the vast majority of programmes run smoothly and provide a worthwhile experience for all concerned.
- e. Those issues reported to us were largely related to incidents of learner behaviour where an intervention was required.
- f. Each incident is unique; the range and complexity of those we might encounter is enormous and we cannot plan for every eventuality
- g. Our plans should provide an easily adaptable "generic steer" to be interpreted at organisational level.

2.O What should be done to prepare?

a. HEI's

- i. Security Teams made aware of Aimhigher Activities
- ii. Informed of "Behaviour Code"
- iii. Appraised of our agreed understanding of what ***might*** constitute
 - Low level challenge
 - Moderate level challenge
 - High level challenge
- iv. Be informed of our options when considering responses.

b. Aimhigher Partnership

- i. Ensure basic information, contact lists, procedures etc. are in place, known to all key staff and kept up-to-date.
- ii. Based on systematic review, identify and pursue additional needs for future planning, training, skills development and awareness raising and make recommendations to delivery partners
- iii. Ensure the Directors, Coordinators, key staff and other significant nominees are aware of our plans and policy.
- iv. Support all staff in modelling behaviours consistent with assured professionalism
- v. Encourage the development of behaviours and actions that lead us to a "Low Risk" context

ACTIONS	HIGH RISK	LOW RISK
Establishing relationships with young people	Projecting a confrontational us v them attitude	Establish friendly, trusting , respectful relationships
Establishing a safe and orderly environment	Discipline on an "off-the cuff" case-by-case basis	Firm and fair and consistent plan in place for all students
Responding to disruptive behaviour	Responding passively or with hostility	Responding fairly, firmly and respectfully
Dealing with crisis situations	Having no access to support for critical events	Arranging for back-up and how to summon it

- vi. Encourage all staff to consider the following assumptions / beliefs when managing challenging behaviour:

ASSUMPTION/BELIEF	DEFICIENCY
"I can deal with everyone"	No you can't, no one can. The potential aggressor may have a number of good reasons that make it unlikely that you will be the right person to get through a challenging situation. Are you really saying "I'm too important to be seen as "backing down" from this situation?"
"I will be heard and have the last word"	Is it really more important for you to "win" an argument than to avoid escalating a situation that is deteriorating? How will this attitude contribute to calming an already troubled situation? It won't!
"Humour equals weakness"	No it doesn't. Whereas you are not expected to deliver a "stand-up" routine, there may be an opportunity to lighten the atmosphere after which we may be able to re-frame our respective positions. We do, of course, need to exercise care not to transmit a message that suggest we are trivialising important issues.
"Compromise equals weakness"	Recall how you have felt when dealing with people who are unable to exercise compromise. It may be a temporary arrangement specifically used to defuse a potentially difficult situation however, your efforts to present yourself as reasonable and open to some flexibility within your organisation's remit may go some way to enabling a better albeit temporary, solution.

3.0 Sub-Critical Incidents

- a. The following has been consulted on and forms the basis for a structure that enables us to calibrate the seriousness of incidents. It is stressed that the descriptors used are neither exhaustive nor prescriptive. They are however intended to establish a framework within which we can be more confident in agreeing on the serious of sub-critical incidents and are subsequent responses.

Incident Severity	Examples That Might Arise Within This Category	Our Options
Low	<ul style="list-style-type: none"> ○ Lateness. ○ Failure to attend a session, ○ Low level challenge to Tutors/Associates/Workforce ○ Use of Phones/Cameras/Media Players 	<ul style="list-style-type: none"> ○ Issue addressed with student ○ Record of conversation made ○ Verbal assurance of future conduct sought
Moderate	<ul style="list-style-type: none"> ○ Persistent low-level disruption of sessions. ○ Refusal to follow a reasonable request ○ Verbally abusive to other students ○ Verbally abusive to Tutors/Associates/Workforce ○ Refusal to guarantee future conduct ○ Smoking in non-designated areas ○ Persistent use of inappropriate foul and abusive language might include words and phrases that deliberately offend and antagonise other groups ○ Threatening Behaviour 	<ul style="list-style-type: none"> ○ Formal meeting with student <ul style="list-style-type: none"> ○ Specific Concerns raised and recorded ○ Student Response noted and recorded ○ Written Assurance of future conduct specific to the incident and referring to protocols signed by student ○ Letter/note of apology to the offended party ○ Mediation between disputants ○ Parent/Carer informed that the placement might be withdrawn ○ School/College/Academy informed that the placement might be withdrawn ○ Option to reconsider response and escalate to High Severity

Incident Severity	Examples That Might Arise Within This Category	Our Options
High	<ul style="list-style-type: none"> ○ Threatening Behaviour that is maintained ○ Aggressive language to tutors/associates/workforce ○ Aggressive language to other students/the general public ○ Threat of physical violence ○ Acts of physical violence ○ Persistent use of inappropriate foul and abusive language might include words and phrases that deliberately offend and antagonise other groups ○ Drugs & Alcohol ○ In other students room/invited other students to room after hours ○ Not enrolled on programme ○ Theft and vandalism 	<ul style="list-style-type: none"> ○ Issue Final Written Warning ○ Where it is judged that either a single incident or the persistent repetition of behaviours that have caused concern are likely to detract from the value of the programme for the individual, other students, the workforce, immediate consideration given to a return to home. ○ Involvement of emergency services

4.O Essential Information

- a. An incident log is kept on site and is completed by who has overall responsibility for the programme. The log should detail
 - i. What has happened
 - ii. Where and when
 - iii. Name and contact number of a responsible person at the incident site
 - iv. Who was involved
 - v. First actions
 - vi. Witnesses as appropriate
 - vii. Where notes are held-including verbatim notes of phone calls, texts and e-mails
 - viii. Follow up action
 - Who
 - Where
 - When
 - ix. Person responsible for deciding on the most appropriate response and their reasons

5.O Summary

- a. It is stressed that the vast majority of Summer Schools are an incident free, valuable and enjoyable learning experience for all concerned
- b. It would be unwise not to acknowledge that the potential exists for challenge that may impact on the above
- c. Confident, fair and reasonable responses send out positive messages that reinforce the role of Team Leaders, university staff and undergraduates and offer comfort and security to all concerned
- d. The examples listed provide the basis for a transparent statement of the options available to us and should be made known to learners either as part of a generic induction or to serve as an “early warning” should the need arise.

Annex 1: The Prevent Duty and Channel Programme

<https://www.gov.uk/government/publications/prevent-duty-guidance>

- Since July 2015 schools and colleges have had a legal duty to protect children from radicalisation (the PREVENT duty)
- This is similar to their duty to protect children from other harms (e.g. drugs, gangs, neglect, sexual exploitation)
- Schools and colleges are also expected to build resilience to radicalisation by promoting “British values”, encouraging debate and enabling pupils to challenge extremist views
- This forms part of current Ofsted inspections
- If your learners disclose anything that gives you cause for concern you should treat it as a safeguarding issue.

Assessment of an individual engaged with an extremist group, cause or ideology includes some/all of the following indicators:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group;
- Their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups)
- Attempts to recruit others to the group/cause/ideology
- Communications with others that suggest identification with a group/cause/ideology

What to do if you have a concern

If you have a concerns about a particular pupil you should follow institutional and Aimhigher safeguarding procedures, including discussing with your institution’s designated safeguarding lead, and where deemed necessary, with children’s social care.

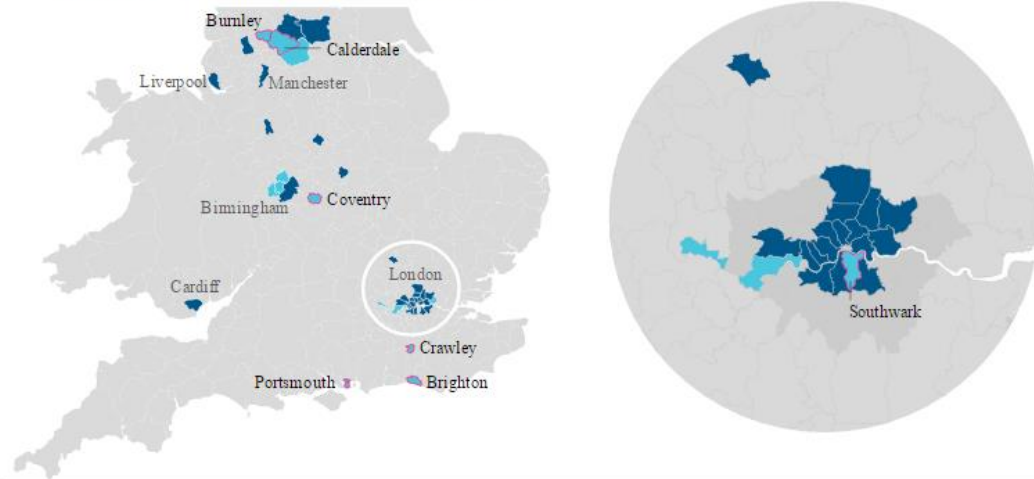
In Prevent priority areas*, the local authority will have a Prevent lead who can also provide support. You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

*

Prevent priority and supported areas

Key | Supported areas Priority areas New supported areas



P.G. GUARDIAN GRAPHIC

SOURCE: OFFICE FOR SECURITY AND COUNTER-T

Ends